

**SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY
(BEST) FY2015-16 GRANT APPLICATIONS
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SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2015-16 GRANT APPLICATIONS

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PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE BUILDING EXCELLENT SCHOOLS TODAY (BEST)

Public School Capital Construction Assistance Board

Board Chair

Lyndon Burnett School Board Member / Agate 300

Vice-Chair

David Tadlock Partner / Grace Technology Systems

Board Members

Karl Berg Architect / Retired

Kathy Gebhardt Executive Director / Children's Voices

Ken Haptonstall Superintendent / Garfield School District 16

Denise Pearson Superintendent / Elbert County School District C-2

Tim Reed Executive Director Facilities & Construction Management / Jeffco R-1

Matt Throop Director of Facilities / Thompson School District R-2J

Cyndi Wright Director of Facilities & Transportation / Sheridan School District

Division Staff

Scott Newell Director, Division of Capital Construction

Dustin Guerin Regional Program Manager (*Southwest Territory*)

Cheryl Honigsberg Regional Program Manager (*Southeast & Central Territories*)

Jay Hoskinson Regional Program Manager (*Northeast Territory*)

Kevin Huber Regional Program Manager (*Northwest Territory*)

Paul Reynolds Financial Analyst

BEST FY2015-16 Grant Application Review Ground Rules**Schedule & Time**

Please be respectful of each other's time. Make your best effort to adhere to the schedule, including time allotted for breaks and lunch.

Completing Work

Each member shall complete their share of the work for each grant reviewed. Grant Evaluation Sheets and Waiver Evaluation Sheets will be collected after each grant review.

Decision Making

Evaluations will be made by each individual member during the initial review, and then the CCAB as a whole will decide on the final prioritized list, once all grants have been reviewed.

Participation

All members may speak freely and listen attentively. All members shall participate in all phases of the process, unless they are required to recuse themselves.

Focus

The discussion should remain focused on the grant application proposals and the information provided by Division staff and the grant applicant.

Openness / Conflict

Each member shall succeed in getting relevant issues on the table. Each individual's input is valued. Each member shall manage conflict effectively.

Critique

Each member shall take their work seriously, reflect and self-critique along the way.

Humor

Each member shall remember to keep a good sense of humor, smile and enjoy the company of others as we move forward in helping needy public schools throughout the State.

INTRODUCTION

In 2008, the General Assembly enacted and the Governor signed HB08-1335 which established a new program called Building Excellent Schools Today (BEST) to assist School Districts, Charter Schools, Institute Charter Schools, BOCES, and the Colorado School for the Deaf and Blind (CSDB) with capital improvements to facilities.

The Bill:

- Created the Division of Public School Capital Construction Assistance (Division) within CDE to administer the program;
- Established the Capital Construction Assistance Board (CCAB) to oversee the program;
- Created the assistance fund to fund BEST projects;
- Required the establishment of Public School Facility Construction Guidelines (Guidelines);
- Required a statewide facility assessment;
- Provides funding to the assistance fund for capital construction projects addressing health & safety, overcrowding, technology, and other;
- Provides technical assistance to school districts, charter schools, BOCES, and the CSDB.

The funding for the assistance fund (BEST Funds) consists of:

- State Land Trust revenue from rental income, land surface leases, timber sales, and mineral leases;
- Colorado Lottery Spillover;
- Marijuana Excise Tax;
- Interest from monies in the assistance fund.

On February 27, 2015, the Division received 46 grant applications for the FY2015-16 BEST grant cycle. The amount requested for BEST funds were \$133.7 million with applicants providing \$88.2 million in matching funds. The CCAB is responsible for submitting a prioritized list of recommended projects from the applications to the State Board for final approval and award. This book summarizes all of the applications submitted and provides additional data to assist with the evaluation of the applications. The Public School Facility Construction Guidelines, established in rule by the CCAB, will also be evaluated when reviewing applications.

In preparation of the CCAB grant review, Division staff has read each application and gone through a thorough review process to evaluate scope, budget, proposed solution and conformance with the statewide assessment.

Section 6.2 of the BEST Rules require the CCAB, taking into consideration the Statewide Assessment, to prioritize and determine the type and amount of the grant or matching grant from applications for projects deemed eligible for BEST funding based on the following criteria, in descending order of importance:

- Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security. In prioritizing an application for a public school facility renovation project that will address safety hazards or health concerns, the CCAB shall consider the condition of the entire public school facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide financial assistance for the renovation project;
- Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities;
- Projects that are designed to incorporate technology into the educational environment;
- All other projects.

BEST grants are matching grants and each applicant is required to provide matching funds in an amount determined using criteria in statute. An applicant can submit a waiver request for part, or for the entire matching requirement. The CCAB will evaluate each request and make a decision whether the waiver should be approved or denied.

Grant Applicant Review Process:

Applications will be reviewed alphabetically in the following order: County, then by Applicant name
(Applicant's photos will be shown while each project is being discussed)

Applicants will be given the opportunity to present their project to the CCAB. Each applicant is allowed to have two representatives available to address the CCAB and answer questions pertaining to their grant application.

- **This is voluntary and the application will not be penalized for not having a representative present.**

Individual Grant Application Review:

- 1) Once a grant is up for review, the Director will ask the Division staff representative and the grant applicant to approach the review tables;
- 2) The Director of the Division will introduce the project (applicant name & project title), then ask the applicants' presenters to introduce themselves;
- 3) After the presenters have introduced themselves, they will be given a two-minute window to present to the CCAB;
 - The presentation should include any items the applicant wishes to address pertaining to the proposed project. No visual materials will be allowed for the presentation;
- 4) Following the applicant's presentation, the Board Chair will open the floor to any discussion / questions the CCAB may have;
- 5) After the CCAB has thoroughly reviewed the grant application and all questions have been answered, each CCAB member will complete a grant application evaluation sheet;
- 6) If a waiver is requested as part of the application package, the CCAB will evaluate the waiver, ask any questions and complete a waiver evaluation sheet;
 - Statutory waivers will automatically be approved and a waiver evaluation will not be needed;
 - The Board Chair will entertain a motion to approve the applicant's waiver request;
 - Applicants whose waiver request is denied are still eligible to receive a grant;
- 7) After all evaluation sheets are collected by Division staff, the next grant application will be reviewed;
- 8) This process will be repeated until all applications have been reviewed;
- 9) The Division staff will input the scores from the evaluation sheet into a master spreadsheet that will tally the total scores for each project;
- 10) The Division staff will present the CCAB with the results of the grant application evaluation sheets;
 - First, the grant applications will be sorted by their identified statutory need (priority 1, 2, 3, or 4);
 - Then, the sorted applications will be prioritized by their evaluation score, as determined by the average overall CCAB score;

- 11) The CCAB will review the prioritized list and make any final discussion remarks;
- 12) A funding line will be drawn at the set amount of available funding (State share), which the CCAB will review and make their final motion to approve the list.

The CCAB review will result in a prioritized list of projects to submit to the State Board for approval. The prioritized list shall include the CCAB's recommendation as to the amount and type of financial assistance to be provided and a statement of the source and amount of applicant matching moneys for each recommended project, based upon information provided by the applicant.

The State Board may approve, disapprove, or modify the provision of financial assistance for any project recommended by the CCAB if the State Board concludes that the CCAB misapplied the prioritization criteria in the statute. If the State Board concludes that the CCAB misapplied the prioritization criteria in the statute, then the State Board shall specifically explain in writing, its reasons for finding that the CCAB misapplied the prioritization criteria.

The forgoing is only intended to be a general outline of the process. The CCAB's recommendations will be made in accordance with applicable statutes and rules.

Attachments:

- BEST Grant Program Rules
- Public School Facility Construction Guidelines Rules
- BEST Grant Priority Guidelines
- Statewide Facility Assessment Criteria Questions
- Unifomat
- Map of Participating School Districts
- Example of a BEST Grant Application Evaluation Tool
- Example of a BEST Grant Waiver Evaluation Tool for School Districts and BOCES
- Example of a BEST Grant Waiver Evaluation Tool for Charter Schools
- Glossary of Terms Used

COLORADO DEPARTMENT OF EDUCATION**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE****1 CCR 303-3****BUILDING EXCELLENT SCHOOLS TODAY GRANT PROGRAM****Authority**

§ 22-43.7-106(2)(i)(I) C.R.S., the Public School Capital Construction Assistance Board may promulgate rules, in accordance with Article 4 of Title 24, C.R.S., as are necessary and proper for the administration of the BEST Act.

Scope and Purpose

This regulation shall govern the Building Excellent Schools Today (BEST) Public School Capital Construction Assistance Program pursuant to the BEST Act.

1. Definitions

- 1.1. "Applicant" means an entity that submits an Application for Financial Assistance to the Board, including:
 - 1.1.1.A School District;
 - 1.1.2.A District Charter School;
 - 1.1.3.An Institute Charter School;
 - 1.1.4.A Board of Cooperative Educational Services (BOCES);
 - 1.1.5.The Colorado School for the Deaf and Blind.
- 1.2. "Application" means the Application for Financial Assistance submitted by an Applicant.
- 1.3. "Assistance Fund" means the public school capital construction assistance fund created in § 22-43.7-104(1) C.R.S.
- 1.4. "Authorizer" means the School District that authorized the charter contract of a Charter School or, in the case of an Institute Charter School, as defined in § 22-43.7-106(1) C.R.S., the State Charter School Institute created and existing pursuant to § 22-30.5-502(6) C.R.S.
- 1.5. "BEST Act" means § 22-43.7-101 C.R.S. et seq.
- 1.6. "BEST Lease-purchase Funding" means funding from a sublease-purchase agreement entered into between the state and an entity as described in 2.1 pursuant to § 22-43.7-110(2) C.R.S.
- 1.7. "BEST Cash Grant" means cash funding as a matching grant.
- 1.8. "BEST Emergency Grant" means a request for Financial Assistance in connection with a Public School Facility Emergency.

- 1.9. "Board" means the Public School Capital Construction Assistance Board created in § 22-43.7-106 (1) C.R.S.
- 1.10. "Board of Cooperative Educational Services" or "BOCES" means a Board of Cooperative Services created and existing pursuant to § 22-5-104 C.R.S. that is eligible to receive State moneys pursuant to § 22-5-114 C.R.S.
- 1.11. "Capital Construction" means, pursuant to § 24-75-301 (1) C.R.S.:
- 1.11.1. Purchase of land, regardless of the value thereof;
 - 1.11.2. Purchase, construction, or demolition of buildings or other physical facilities, including utilities and state highways or remodeling or renovation of existing buildings or other physical facilities, including utilities and state highways to make physical changes necessitated by changes in the program, to meet standards required by applicable codes, to correct other conditions hazardous to the health and safety of persons which are not covered by codes, to effect conservation of energy resources, to effect cost savings for staffing, operations, or maintenance of the facility, or to improve appearance;
 - 1.11.3. Site improvement or development;
 - 1.11.4. Purchase and installation of the fixed and movable equipment necessary for the operation of new, remodeled, or renovated buildings and other physical facilities and for the conduct of programs initially housed therein upon completion of the new construction, remodeling, or renovation;
 - 1.11.5. Purchase of the services of architects, engineers, and other consultants to prepare plans, program documents, life-cycle cost studies, energy analyses, and other studies associated with any Capital Construction project and to supervise construction or execution of such Capital Construction projects;
 - 1.11.6. Any item of instructional or scientific equipment if the cost will exceed fifty thousand dollars.
- 1.12. "Capital Renewal Reserve" means moneys set aside by an Applicant that has received an award for a project for the specific purpose of replacing major Public School Facility systems with projected life cycles such as, but not limited to, roofs, interior finishes, electrical systems and heating, ventilating, and air conditioning systems.
- 1.13. "Charter School" means a Charter School as described in § 22-54-124 (1)(f.6)(I)(A) or (1)(f.6)(I)(B) C.R.S., that has been chartered for at least five years on the date its Authorizer forwards an Application for Financial Assistance to the Board on the Charter School's behalf pursuant to § 22-43.7-103(7) C.R.S.
- 1.14. "Eligible Charter School" means a qualified charter school that is eligible for the Loan Program as defined in section 22-30.5-408(1)(c) C.R.S. and authorized to receive financial assistance pursuant to 22-43.7-109(7) C.R.S.
- 1.15. "Division" means the Division of Public School Capital Construction Assistance created in § 22-43.7-105 C.R.S.
- 1.16. "Financial Assistance" means BEST Cash Grants; BEST Lease-purchase Funding; BEST Emergency Grants; funding provided as matching grants by the Board from the Assistance Fund to an Applicant; or any other expenditure made from the Assistance Fund for the purpose of financing Public School Facility Capital Construction as authorized by the BEST Act.

- 1.17. "Grantee" means a School District, Charter School, Institute Charter School, BOCES or the Colorado School for the Deaf and Blind that has applied for Financial Assistance and received an award.
- 1.18. "Institute Charter School" means a Charter School chartered by the Colorado State Charter School Institute pursuant to § 22-30.5-507 C.R.S.
- 1.19. "Loan Program" means the charter school matching moneys loan program pursuant to 22-43.7-110.5 C.R.S.
- 1.20. "Matching Moneys" means moneys required to be used directly to pay a portion of the costs of a Public School Facility Capital Construction project by an Applicant as a condition of an award of Financial Assistance to the Applicant pursuant to § 22-43.7-109 (9) C.R.S and/or 22-43.7-110(2) C.R.S.
- 1.21. "Project" means the Capital Construction Project for which Financial Assistance is being requested.
- 1.22. "Public School Facility" means a building or portion of a building used for educational purposes by a School District, Charter School, Institute Charter School, a Board of Cooperative Education Services, the Colorado School for the Deaf and Blind created and existing pursuant to § 22-80-102(1)(a) C.R.S., including but not limited to school sites, classrooms, data centers, libraries and media centers, cafeterias and kitchens, auditoriums, multipurpose rooms, and other multi-use spaces; except that "Public School Facility" does not include a learning center, as defined in § 22-30.7-102(4) C.R.S., that is not used for any other public school purpose and is not part of a building otherwise owned, or leased in its entirety, by a School District, a Board of Cooperative Education Services, a Charter School, Institute Charter School, or the Colorado School for the Deaf and Blind for educational purposes.
- 1.23. "Public School Facility Construction Guidelines" means Public School Facility Construction Guidelines as established in § 22-43.7-107 C.R.S.
- 1.24. "Public School Facility Emergency" means an unanticipated event that makes all or a significant portion of a Public School Facility unusable for educational purposes or poses an imminent threat to the health or safety of persons using the Public School Facility.
- 1.25. "School District" means a School District, other than a junior or community college district, organized and existing pursuant to law in Colorado pursuant to § 22-43.7-103 (14) C.R.S.
- 1.26. "State Board" means the State Board of Education created and existing pursuant to section 1 of article IX of the State Constitution.
- 1.27. "Statewide Assessment" means the Financial Assistance priority assessment conducted pursuant to § 22-43.7-108 C.R.S.

2. Eligibility

2.1. The following entities are eligible to apply for Financial Assistance:

2.1.1.A School District;

2.1.2.A District Charter School or individual school of a School District if the school applies through the School District in which the school is located. The School District shall forward the Application from a Charter School or individual school of a School District to the Division with its comments;

- 2.1.3. An Institute Charter School;
- 2.1.4. A Board of Cooperative Educational Services (BOCES);
- 2.1.5. The Colorado School for the Deaf and Blind.
- 2.2. The Board may only provide Financial Assistance for a Project for a Public School Facility that the Applicant owns or will have the right to own in the future under the terms of a lease-purchase agreement with the owner of the facility or a sublease-purchase agreement with the state entered into pursuant to § 22-43.7-110(2) C.R.S.
- 2.3. The Board may provide Financial Assistance to a Charter School that first occupies a Public School Facility on or after May 22, 2008, only if the Public School Facility occupied by the Charter School complied with all Public School Facilities Construction Guidelines addressing health and safety issues when the Charter School first occupied the facility.
- 2.4. For a BEST Emergency Grant, the Applicant shall be operating in the Public School Facility for which Financial Assistance is requested.

3. Assistance Board

3.1. Conflict of Interest

3.1.1. In regard to Board members providing information to potential Applicants:

3.1.1.1. Board members shall exercise caution when responding to requests for information regarding potential Applications, especially in regard to questions that may increase the chances that the Board would give a favorable recommendation on an Application or Project.

3.1.2. If a potential or actual conflict of interest occurs with a Board member, the Board member will complete a Conflict of Interest disclosure form and it will be presented at the following CCAB meeting. The Division shall document the date of the disclosure, the name of the board member and conflict disclosed, and the documented disclosure shall be retained and made available at all board meetings which evaluation of applications or voting occurs.

3.1.3. Board members, and their firms, shall not present their position on the Board to School Districts, Charter Schools, Institute Charter Schools, BOCES, or the Colorado School for the Deaf and Blind as an advantage for using their firm over other firms in a bid to provide services on any capital construction project.

3.1.4. In regard to Board members avoiding potential conflicts of interest in evaluation of and voting on Applications:

3.1.4.1. If a Board member's firm has no prior involvement regarding the Project included in an Application and the Board member does not have a direct or indirect substantial financial interest in an Application, the Board member may appropriately vote on the Application, but may not bid or work on the Project. The Board member's firm may bid or work on the Project, so long as the Board member plays no role in the entire procurement process and the Board member discloses any conflict of interest;

- 3.1.4.2. No Board member shall participate in the Board's evaluation process, including voting, for any Application when the Board member has a direct or indirect substantial financial interest in the Project or Application or the Board member's firm has had prior involvement with the Applicant directly related to the Project or Application;
- 3.1.4.3. At all times Board members must exercise judgment and caution to avoid conflicts of interest and/or appearance of impropriety, and should inform the Division staff of any questionable situation that may arise. A Board member may recuse himself or herself from any vote.
- 3.1.4.4. Board members shall be aware of and comply with the Colorado Code of Ethics, section 24-18-108.5(2), C.R.S., and shall not perform any official act which may have a direct economic benefit on a business or other undertaking in which the member has a direct or substantial financial interest.
- 3.1.4.4.1. A financial interest means a substantial interest held by an individual which is (i) an ownership interest in a business, (ii) a creditor interest in an insolvent business, (iii) an employment or prospective employment for which negotiations have begun, (iv) an ownership interest in real or personal property, (v) a loan or any other, or (vi) a directorship or officer ship in a business.
- 3.1.4.4.2. An official action means any vote decision, recommendation, approval, disapproval or other action, including inaction, which involves the use of discretionary authority.
- 3.1.5. In cases where a Board member has violated the conflict of interest policy as determined by the board chair, the Division Director will notify the Board member's appointing authority of the violation in writing. In the event of a conflict involving the board chair, the vice-chair will make the determination.

4. Matching Requirement

- 4.1. Except as provided below in section 4.2, Financial Assistance may be provided only if the Applicant provides Matching Moneys in an amount equal to a percentage of the total cost of the Project determined by the Board after consideration of the Applicant's financial capacity, based on the following factors:
- 4.1.1. With respect to a School District's Application for Financial Assistance:
- 4.1.1.1. The School District's assessed value per pupil relative to the state average;
- 4.1.1.2. The School District's median household income relative to the state average;
- 4.1.1.3. The School District's bond redemption fund mill levy relative to the statewide average;
- 4.1.1.4. The percentage of pupils enrolled in the School District who are eligible for free or reduced-cost lunch;
- 4.1.1.5. The school district's current available bond capacity remaining;
- 4.1.1.6. The school district's unreserved fund balance as a percentage of its annual budget; and

4.1.1.7. The amount of effort put forth by the School District to obtain voter approval for a ballot question for bonded indebtedness, including but not limited to, a ballot question for entry by the district into a sublease-purchase agreement of the type that constitutes an indebtedness of the district pursuant to § 22-32-127 C.R.S., during the ten years preceding the year in which the district submitted the Application, which factor may be used only to reduce the percentage of Matching Moneys required from a district that has put forth such effort and not to increase the amount of Matching Moneys required from any district;

4.1.1.8. A School District shall not be required to provide any amount of Matching Moneys in excess of the difference between the School District's limit of bonded indebtedness, as calculated pursuant to § 22-42-104 C.R.S., and the total amount of outstanding bonded indebtedness already incurred by the School District.

4.1.2. With respect to a Board of Cooperative Education Services' Application for Financial Assistance:

4.1.2.1. The average assessed value per pupil of all members of the Board of Cooperative Education Services participating in the Project relative to the state average;

4.1.2.2. The average median household income of all members of the Board of Cooperative Education Services participating in the Project relative to the state average;

4.1.2.3. The average bond redemption fund mill levy of all members of the Board of Cooperative Education Services participating in the Project relative to the statewide average;

4.1.2.4. The percentage of pupils enrolled in the member schools within the Board of Cooperative Education Services that are participating in the Project who are eligible for free or reduced-cost lunch;

4.1.2.5. The average available bond capacity remaining of all members of the board of cooperative services participating in the capital construction project;

4.1.2.6. The average unreserved fund balance as a percentage of the annual budget of all members of the board of cooperative services participating in the capital construction project; and

4.1.2.7. The amount of effort put forth by the members of the Board of Cooperative Education Services to obtain voter approval for a ballot question for bonded indebtedness, including but not limited to a ballot question for entry by any member into a sublease-purchase agreement of the type that constitutes an indebtedness of the member pursuant to § 22-32-127 C.R.S., during the ten years preceding the year in which the Board of Cooperative Education Services submitted the Application, which factor may be used only to reduce the percentage of Matching Moneys required from a Board of Cooperative Education Services whose members, or any of them, have put forth such effort and not to increase the amount of Matching Moneys required from any Board of Cooperative Education Services.

4.1.3. With respect to a Charter School's Application for Financial Assistance:

4.1.3.1. The weighted average of the match percentages for the school districts of residence for the students enrolled in a district charter school or fifty percent of the average of the match percentages for all school districts in the state for an institute charter school;

- 4.1.3.2. Whether the charter school's authorizer retains no more than ten percent of its capacity to issue bonds;
- 4.1.3.3. Whether the charter school is operating in a district-owned facility at the time it submits its application;
- 4.1.3.4. In the ten years preceding the year in which the charter school submits the application, the number of times the charter school has attempted to obtain or has obtained:
 - 4.1.3.4.1. Bond proceeds pursuant to 22-30.5-404 C.R.S through inclusion in a ballot measure submitted by the charter school's authorizer to the registered electors of the school district:
 - 4.1.3.4.2. Proceeds from a special mill levy for capital needs pursuant to 22-30.5-405 C.R.S.;
 - 4.1.3.4.3. Grant funding for capital needs from a source other than the assistance fund; and
 - 4.1.3.4.4. Funding for capital construction from bonds issued on its behalf by the Colorado Educational and Cultural Facilities authority created and existing pursuant to 23-15-104(1)(a), C.R.S., or from some other source of financing.
- 4.1.3.5. If the charter school is a district charter school, the student enrollment of the charter school as a percentage of the student enrollment of the charter school's authorizing school district.
- 4.1.3.6. The percentage of students enrolled in the charter school who are eligible for the federal free and reduced-cost lunch program in relation to the overall percentage of students enrolled in the public schools in the State who are eligible for the federal free and reduced-cost lunch program.
- 4.1.3.7. The percentage of the per pupil revenue received by the charter school that the charter school spends on facility costs other than facilities operations and maintenance.
- 4.1.3.8. The charter school's unreserved fund balance as a percentage of its annual budget.
- 4.1.3.9. The match percentage for a charter school calculated based on the above criteria shall not be higher than the highest match percentage for a school district, or lower than the lowest match percentage for a school district, in the same grant cycle.

4.2. Waiver or reduction of Matching Moneys

- 4.2.1. An Applicant may apply to the Board for a waiver or reduction of the Matching Moneys requirement. Such application shall discuss unique issues demonstrating why the percentage is not representative of the Applicant's current financial state. The Board may grant a waiver or reduction if it determines:
 - 4.2.1.1. That the waiver or reduction would significantly enhance educational opportunity and quality within a School District, Board of Cooperative Education Services, or Applicant school,
 - 4.2.1.2. That the cost of complying with the Matching Moneys requirement would significantly limit educational opportunities within a School District, Board of Cooperative Education Services, or Applicant school, or
 - 4.2.1.3. That extenuating circumstances deemed significant by the Board make a waiver appropriate.

4.2.2. An applicant must complete a waiver application and submit it to the Board in conjunction with their grant application. The waiver application shall explain issues and impacts in detail, including dollar amounts of the issues and impacts, and demonstrate why each of the factors used to calculate their Matching Moneys percentage are not representative of their actual financial capacity. The Board will determine the merit of the waiver by evaluating each wavier application using the prescribed wavier application evaluation tool.

4.3. Charter School matching moneys Loan Program.

4.3.1. The Charter School matching moneys Loan Program will assist Eligible Charter Schools in obtaining the Matching Moneys requirement for an award of Financial Assistance pursuant to 22-43.7-109 C.R.S.

4.3.2. An Eligible Charter School that chooses to seek a loan through the Loan Program shall apply to the Board to receive a loan.

4.3.3. To be an Eligible Charter School for the Loan Program means a Charter School that is described in section 22-30.5-104 or an Institute Charter School as that term is defined in section 22-30.5-502 has a stand-alone credit assessment or rating of at least investment grade by a nationally recognized rating agency at the time of issuance of any qualified Charter School bonds on behalf of the Charter School by the Colorado educational and cultural facilities authority pursuant to the "Colorado Educational and Cultural Facilities Authority Act", article 15 of title 23, C.R.S., and that has been certified as a qualified Charter School by the State Treasurer.

4.3.4. The Board may approve a loan for an Eligible Charter School in an amount that does not exceed fifty percent of the amount of Matching Moneys calculated for the Eligible Charter School pursuant to 22-43.7-109(9)(c) C.R.S.

4.3.5. If a loan is approved by the Board the project will be considered as a BEST Lease-Purchase project pursuant to 22-43.7-110.5(2)(b)C.R.S., and the proposed project must be one that is financeable.

4.3.6. The Board shall direct the State Treasurer to include the amount of a loan approved pursuant to the terms in the Lease-Purchase agreement entered into pursuant to 22-43.7-110 (2) C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved.

4.3.7. Charter School Loan Program application

4.3.7.1. An application for a loan shall include:

4.3.7.1.1. Basic contact information, justification for seeking a BEST loan and documentation of a stand-alone credit assessment or rating of at least investment grade by a nationally recognized rating agency for the Charter School;

4.3.7.1.2. Identify the Charter Schools current facilities and indicate if those facilities are owned, leased or in a lease-purchase agreement;

4.3.7.1.3. A current credit disclosure statement along, any business notes payable or reviews, notices or warnings from the Charter School's authorizer;

- 4.3.7.1.4. Financial information to include internal financial statements, CPA Audits and IRS 990's for the previous three years. Detailed operating budget for the current and next year. The Charter School's projected operating budget for the next five years. Enrollment figures for the previous three years, the current year and the following three years;
- 4.3.7.1.5. CDE listed minimum match requirement for the BEST grant;
- 4.3.7.1.6. Amount of total match provided by the Charter School for the BEST grant;
- 4.3.7.1.7. Amount of the loan request for the BEST grant;
- 4.3.7.1.8. A loan application from a Charter School shall include signatures of the District Superintendent, School Board Officer, and the Charter School Director;
- 4.3.7.1.9. A loan application from an Institute Charter School shall include signatures of the Charter School Institute Director and the Institute Charter School Director;
- 4.3.7.1.10. Applications that are incomplete may be rejected without further review.

4.3.8. Charter School Loan Program deadline for submission

- 4.3.8.1. The loan application, along with any supporting material, shall be submitted with the BEST grant application on or before the BEST grant application due date.
- 4.3.8.2. An application will not be accepted unless it is received in the Board office by 4:30 p.m. on or before the deadline date determined by the board.
- 4.3.8.3. The Board may, in its sole discretion and upon a showing of good cause in written request from an Applicant, extend the deadline for filing an Application.

4.3.9. To receive a loan through the Loan Program, an Eligible Charter School shall:

- 4.3.9.1. Authorize the State Treasurer to withhold moneys payable to the Eligible Charter School in the amount of the loan payments pursuant to 22-30.5-406 C.R.S.;
- 4.3.9.2. Pay an interest rate on the loan that is equal to the interest rate paid by the State Treasurer on the Lease-Purchase agreement entered into pursuant to 22-43.7-110 C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved;
- 4.3.9.3. Amortize the loan payments over the same period in years as the Lease-Purchase agreement entered into pursuant to 22-43.7-110 C.R.S. to provide Financial Assistance to the Eligible Charter School for which the loan is approved; except that the Eligible Charter School may pay the full amount of the loan early without incurring a prepayment penalty; and
- 4.3.9.4. Create an escrow account for the benefit of the state with a balance in the amount of six months of loan payments.

5. Applications

5.1. Deadline for submission

- 5.1.1. Except as provided below, Applications shall be filed with the Board on or before a date determined by the Board.
- 5.1.2. An Application will not be accepted unless it is received in the Board office by 4:00 p.m. on or before the deadline date determined by the Board. This does not apply to an Application in connection with a Public School Facility Emergency;
- 5.1.3. The Board may, in its sole discretion and upon a showing of good cause in a written request from an Applicant, extend the deadline for filing an Application.
- 5.2. The Board prefers Applications to be in electronic form, but one hard copy to the Board office is acceptable. Each Application shall be in a form prescribed by the Board and shall include, but not be limited to, the following (with supporting documentation):
 - 5.2.1. A description of the scope and nature of the Project;
 - 5.2.2. A description of the architectural, functional, and construction standards that are to be applied to the Project that indicates whether the standards are consistent with the Construction Guidelines and provides an explanation for the use of any standard that is not consistent with the Construction Guidelines;
 - 5.2.3. The estimated amount of Financial Assistance needed for the Project and the form and amount of Matching Moneys that the Applicant will provide for the Project;
 - 5.2.4. If the Project involves the construction of a new Public School Facility or a major renovation of an existing Public School Facility, a demonstration of the ability and willingness of the Applicant to renew the Project over time that includes, at a minimum, the establishment of a capital renewal budget and a commitment to make annual contributions to a Capital Renewal Reserve within a School District's capital reserve fund or any functionally similar reserve fund separately maintained by an Applicant that is not a School District;
 - 5.2.5. If the Application is for Financial Assistance for the renovation, reconstruction, expansion, or replacement of an existing Public School Facility, a description of the condition of the Public School Facility at the time the Applicant purchased or completed the construction of the Public School Facility and, if the Public School Facility was not new or was not adequate at that time, the rationale of the Applicant for purchasing the Public School Facility or constructing it in the manner in which it did;
 - 5.2.6. A statement regarding the means by which the Applicant intends to provide Matching Moneys required for the Project, including but not limited to voter-approved multiple-fiscal year debt or other financial obligations, gifts, grants, donations, or any other means of financing permitted by law, or the intent of the Applicant to seek a waiver of the Matching Moneys requirement. If an Applicant that is a School District or a Board of Cooperative Educational Services with a participating School District intends to raise Matching Moneys by obtaining voter approval to enter into a sublease-purchase agreement that constitutes an indebtedness of the district as pursuant to § 22-32-127 C.R.S., it shall indicate whether it has received the required voter approval or, if the election has not already been held, the anticipated date of the election;
 - 5.2.7. A description of any efforts by the Applicant to coordinate Capital Construction projects with local governmental entities or community-based or other organizations that provide facilities or services that benefit the community in order to more efficiently or effectively provide such facilities or services, including but not limited to a description of any financial commitment received from any such entity or organization that will allow better leveraging of any Financial Assistance awarded;

- 5.2.8. A copy of any existing Master Plan or facility assessment relating to the facility(ies) for which Financial Assistance is sought;
- 5.2.9. Any other information that the Board may require for the evaluation of the project;
- 5.2.10. An Application from a School District shall include signatures of the Superintendent and a District Board Officer;
- 5.2.11. An Application from a Charter School shall include signatures of the District Superintendent, School Board Officer, and the Charter School Director;
- 5.2.12. An Application from an Institute Charter School shall include signatures of the Charter School Institute Director and the Institute Charter School Director;
- 5.2.13. An Application from a Board of Cooperative Educational Services shall include signatures of the BOCES Director and a BOCES Board Officer;
- 5.2.14. An Application from the Colorado School for the Deaf and Blind shall include signatures of the Colorado School for the Deaf and Blind Director and a Colorado School for the Deaf and Blind Board Officer.
- 5.3. BEST Lease-Purchase Funding
- 5.3.1. In addition to the information required in section 5.2 above, the Applicant shall agree to provide any necessary documentation related to securing the lease-purchase agreement.
- 5.4. BEST Emergency Grants
- 5.4.1. Applicant shall contact the Division by phone, fax, or email. Appropriate follow up documentation will be determined based on type and severity of emergency, including financial need.
- 5.4.2. In the event the Governor declares a disaster emergency, pursuant to section 24-33.5-704(4) C.R.S., the Division shall, as soon as possible following the declaration of the disaster emergency, contact each affected school facility in any area of the State in which the Governor declared the disaster emergency to assess any facility needs resulting from the declared disaster emergency.
- 5.4.2.1. The Division must report its findings to the Board as soon as possible following its outreach.
- 5.4.2.2. In determining whether to recommend to the State Board that Emergency Financial Assistance be provided, the Board shall consider the findings that the Division provided to the Board.
- 5.4.3. The Board shall meet within fifteen days of receiving the Application for a BEST Emergency Grant to determine whether to recommend to the State Board that emergency Financial Assistance be provided, the amount of any assistance recommended to be provided, and any conditions that the Applicant shall meet to receive the assistance.
- 5.5. Applications that are incomplete may be rejected without further review.
- 5.6. The Board may request supplementation of an Application with additional information or supporting documentation.

6. Application Review

6.1. Time for Review

6.1.1. The Board, with the support of the Division, will review the Applications;

6.1.2. The Board will submit the prioritized list of Projects to the State Board for which the Board is recommending Financial Assistance according to the timeline established by the Board;

6.1.3. In the case of Financial Assistance that involves lease-purchase agreements, the prioritized list is subject to both the preliminary approval of the state board and the final approval of the capital development committee.

6.1.4. The Board may, in its discretion, extend these deadlines.

6.2. The Board, taking into consideration the Statewide Assessment, shall prioritize and determine the type and amount of the grant or matching grant for Applications for Projects deemed eligible for Financial Assistance based on the following criteria, in descending order of importance:

6.2.1. Projects that will address safety hazards or health concerns at existing Public School Facilities, including concerns relating to Public School Facility security;

6.2.1.1. In prioritizing an Application for a Public School Facility renovation project that will address safety hazards or health concerns, the Board shall consider the condition of the entire Public School Facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide Financial Assistance for the renovation project.

6.2.2. Projects that will relieve overcrowding in Public School Facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities.

6.2.3. Projects that are designed to incorporate technology into the educational environment; and

6.2.4. All other projects.

6.2.5. Among other considerations, the Board may take into account the following in reviewing Applications:

6.2.5.1. The amount of the matching contribution being provided in excess of or less than the minimum;

6.2.5.2. Whether the Applicant has been placed on financial watch by the Colorado Department of Education;

6.2.5.3. Overall condition of the Applicant's existing facilities;

6.2.5.4. The project cost per pupil based on number of pupils affected by the proposed Project;

6.2.5.5. The project life cycle.

6.2.5.6. The Public School Facility's Facility Condition Index (FCI), Colorado Facility Index (CFI), school priority score and construction guidelines score.

6.2.5.7. The Applicants ability to help itself, including available bonding capacity, planning and criteria in sections 4.1.1 or 4.1.2 or 4.1.3.

6.3. Additional actions the Board may take when reviewing an Application:

6.3.1. The Board may modify the amount of Financial Assistance requested or modify the amount of Matching Moneys required;

6.3.2. The Board may recommend funding a project in its entirety or recommend a partial award to the project;

6.3.2.1. If a project is partially funded a written explanation will be provided.

6.4. The Board shall submit to the State Board the prioritized list of Projects. The prioritized list shall include:

6.4.1. The Board's recommendation to the State Board as to the amount of Financial Assistance to be provided to each Applicant approved by the Board to receive funding and whether the assistance should be in the form of a BEST Cash Grant, BEST Lease-purchase Funding or a BEST Emergency Grant.

6.5. In considering the amount of each recommended award of Financial Assistance, the Board shall seek to be as equitable as practical in considering the total financial capacity of each Applicant.

7. BEST Lease-purchase Funding

7.1. Subject to the following limitations, the Board may instruct the State Treasurer to enter into lease-purchase agreements on behalf of the state to provide Lease-purchase Funding for Projects for which the State Board has authorized provision of Financial Assistance.

7.2. Whenever the State Treasurer enters into a lease-purchase agreement pursuant to § 22-43.7-110 C.R.S., the Applicant that will use the facility funded with the Lease-purchase Funding shall enter into a sublease-purchase agreement with the state that includes, but is not limited to, the following requirements:

7.2.1. The Applicant shall perform all the duties of the state to maintain and operate the Public School Facility that are required by the lease-purchase agreement;

7.2.2. The Applicant shall make periodic rental payments to the state, which payments shall be credited to the Assistance Fund as Matching Moneys of the Applicant;

7.2.3. Ownership of the Public School Facility shall be transferred by the state to the Applicant upon fulfillment of both the state's obligations under the lease-purchase agreement and the Applicant's obligations under the sublease-purchase agreement.

8. Payment and Oversight

8.1. Payment.

8.1.1. All Cash Grant Financial Assistance Grantees must sign a grant contract with CDE outlining the terms and conditions associated with the Financial Assistance.

8.1.2. All Financial Assistance awarded is expressly conditioned on the availability of funds.

- 8.1.3. Payment of Financial Assistance will be on a draw basis. As a Grantee expends funds on a Project, the Grantee may submit a request for funds to the Division on a fund request form provided by the Division. The fund request shall be accompanied by copies of invoices from the vendors for which reimbursement is being requested and any other documentation requested by the Division.
- 8.1.3.1. The Division will review the fund request and make payment. Payments will only be made for work that is included in the Project scope of work defined in the Application.
- 8.1.3.2. If the Grantee is a School District, request for payment shall come from the School District. Requests will not be accepted from individual School District schools.
- 8.1.3.3. If the Grantee is a District Charter School, request for payment shall come from the School District. Payment shall be made to the School District and the School District shall make payment to the charter school. The School District may not retain any portion of the moneys for any reason.
- 8.1.3.4. If the Grantee is an Institute Charter School, request for payment shall come from the Charter School Institute and the Charter School Institute shall make payment to the Institute Charter School. Payment shall be made directly to the Charter School Institute.
- 8.1.3.5. If the Grantee is a Board of Cooperative Educational Services, request for payment shall come from the Board of Cooperative Educational Services. Requests will not be accepted from individual Board of Cooperative Educational Services schools.
- 8.1.3.6. If the Grantee is the Colorado School for the Deaf and Blind, request for payment shall come from the Colorado School for the Deaf and Blind.
- 8.1.4. Payment of BEST Lease-purchase Funding will be determined by the terms of the lease-purchase agreement and any subsequent sublease-purchase agreements.
- 8.1.5. Each grant cycle the Board shall make a motion to authorize up to 10% of the assistance fund dollars be used to address grant reserves for projects awarded in that given year.
- 8.1.5.1. Grant reserve requests shall be submitted on a Division provided application;
- 8.1.5.2. Grant reserve applications will be submitted to the Board as an action item at the board meeting following the date the grant reserve application was submitted to the Division.
- 8.1.5.3. Grant reserve draws shall be limited to issues that were unforeseen, unanticipated and could not have been known about or planned for at the time the Application was submitted.
- 8.2. Oversight
- 8.2.1. When a Grantee completes Project, it shall submit a final report to the Division on a Division provided form before final payment will be made. Once the final report is submitted and final payment is made, the Project shall be considered closed.
- 8.2.2. If a Grantee has not used all Financial Assistance on a closed out BEST Cash Grant, the unused balance will be returned to the Assistance Fund.

8.2.3. If a Grantee has not used all Financial Assistance on a closed out Lease-Purchase Grant, the unused balance will be treated in accordance with the Board policy on returning Matching Moneys.

8.2.4. The Division may make site visits to review Project progress or to review a completed Project;

8.2.5. The Division may require a Grantee to hire additional independent professional construction management to represent the Applicant's interests, if the Division deems it necessary due to the size of the Project, the complexity of the Project, or the Grantee's ability to manage the Project with Grantee personnel.

8.2.6. Upon completion of a new school, major renovation or addition Project, the Grantee shall affix a permanent sign that reads: "Funding for this school was provided through the Building Excellent Schools Today Program from School Trust Lands," unless waived in writing by the Division.

9. Technical Consultation

9.1. The Division will provide technical consultation and administrative services to School Districts, Charter Schools, Institute Charter Schools, BOCES and the Colorado School for the Deaf and Blind.

COLORADO DEPARTMENT OF EDUCATION**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE****1 CCR 303(1)****PUBLIC SCHOOL FACILITY CONSTRUCTION GUIDELINES****Article 1 – Purpose and Authority to Promulgate Rules****1.1. Purpose**

1.1.1. Section 22-43.7-107(1)(a), C.R.S. states, The board shall establish public school facility construction guidelines for use by the board in assessing and prioritizing public school capital construction needs throughout the state as required by section 22-43.7-108, C.R.S. reviewing applications for financial assistance, and making recommendations to the state board regarding appropriate allocation of awards of financial assistance from the assistance fund only to applicants. The board shall establish the guidelines in rules promulgated in accordance with article 4 of title 24, C.R.S.

1.1.2. Section 22-43.7-107(1)(b), C.R.S. states, It is the intent of the general assembly that the Public School Facility Construction Guidelines established by the board be used only for the purposes specified in section 1.1.1 above.

1.1.3. The Public School Facility Construction Guidelines shall identify and describe the capital construction, renovation, and equipment needs in public school facilities and means of addressing those needs that will provide educational and safety benefits at a reasonable cost.

1.2. Statutory Authority

1.2.1. Section 22-43.7-106(2)(i)(I) C.R.S. states, the board may promulgate rules in accordance with article 4 of title 24, C.R.S. The board is directed to establish Public School Facility Construction Guidelines in rule pursuant to 22-43.7-107(1)(a), C.R.S.

Article 2 – Definitions

2.1. The definitions provided in 22-43.7-103, C.R.S., shall apply to these rules. The following additional definitions shall also apply:

“C.R.S.” means Colorado Revised Statutes.

“ES” means Elementary School.

“F.T.E.s” means Full Time Equivalent Students.

“Gross Square Feet (GSF)” means the total area of the building (inclusive of all levels as applicable) of a building within the outside faces of the exterior walls, including all vertical circulation and other shaft (HVAC) areas connecting one floor to another.

“Guidelines” means the Public School Facility Construction Guidelines.

"Historical significance" means having importance in the history, architecture, archaeology, or culture of this state or any political subdivision thereof or of the United States, as determined by the state historical society.

“HS” means High School.

“K12” means Kindergarten through 12th Grade School that is under all one facility / campus.

“MS” means Middle School.

“SF” means Square Foot.

“S.T.E.M.” means Science, Technology, Engineering, & Mathematics.

Article 3 – Codes, Documents and Standards incorporated by reference

- 3.1. The following materials are incorporated by reference within the Public School Facility Construction Guidelines:
 - 3.1.1.ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings.
 - 3.1.2.ASHRAE Standard Benchmark Energy Utilization Index (October 2009).
 - 3.1.3.ASHRAE Standard 189.1 - 2011 Standard for the Design of High-Performance Green Buildings.
 - 3.1.4.ANSI S12.60, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools.
 - 3.1.5.International Code Council’s International Plumbing Code (2015).
 - 3.1.6.National Fire Protection Association 70: National Electrical Code (2014).
 - 3.1.7.LEED 2009 for Schools New Construction and Major Renovations.
 - 3.1.8.CO-CHPS Criteria for New Construction and Major Modernizations (2009).
 - 3.1.9.All projects shall be constructed and maintained in accordance with the codes and regulations as currently adopted by the Colorado Division of Fire Prevention & Control in 8 CCR 1507-30, which incorporates current building, fire, existing building, mechanical, and energy conservation codes.
- 3.2. The Division shall maintain copies of the complete texts of the referenced incorporated materials, which are available for public inspection during regular business hours with copies available at a reasonable charge. Interested parties may inspect the referenced incorporated materials by contacting the Director of the Division of Public School Capital Construction Assistance, 1580 Logan Street, Suite 310, Denver, Colorado 80203.
- 3.3. This rule does not include later amendments or editions of the incorporated material.

Article 4 - These Guidelines are not mandatory standards to be imposed on school districts, charter schools, institute charter schools, the boards of cooperative services or the Colorado School for the Deaf and Blind. As required by statute, the Guidelines address:

4.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. Public school facility accessibility.

4.1.1 Sound building structures. Each building should be constructed and maintained with sound structural foundation, floor, wall and roof systems.

4.1.1.1 - All building structures shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 and ANSI S12.60, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools.

4.1.2 Roofs. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. All roofs shall be installed by a qualified contractor who is approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof. The National Roofing Contractors Association divides roofing into two generic classifications: low-slope roofing and steep-slope roofing. Low-slope roofing includes water impermeable, or weatherproof types of roof membranes installed on slopes of less than or equal to 3:12 (fourteen degrees). Steep slope roofing includes water-shedding types of roof coverings installed on slopes exceeding 3:12 (fourteen degrees).

4.1.2.1 - Low slope roofing systems:

4.1.2.1.1- Built-up – minimum 4 ply, type IV fiberglass felt, asphalt BUR system. Gravel or cap sheet surfacing required.

4.1.2.1.2- Ethylene Propylene Diene Monomer - minimum 60 mil EPDM membrane, with a ballasted or adhered system.

4.1.2.1.3- Poly Vinyl Chloride - minimum 60 mil PVC membrane adhered or mechanically attached systems.

4.1.2.1.4- Thermal Polyolefin - minimum 60 mil membrane adhered or mechanically attached systems.

4.1.2.1.5- Polymer-modified bitumen sheet membrane - Styrene-Butadiene-Styrene (SBS) membranes only, to be used only as a component of a built-up system noted above.

4.1.2.2 - Steep slope roofing systems:

4.1.2.2.1- Asphalt shingles - minimum 50 year spec asphalt shingles, UL Class A.

4.1.2.2.2- Clay tile and concrete tile - minimum 50 year spec clay or concrete tile, UL Class A.

4.1.2.2.3- Metal roof systems for steep-slope applications - minimum 24 gage prefinished steel, standing seam roof system with a minimum 1.5" seam height.

4.1.2.2.4- Slate - ¾" minimum thickness, 50 year spec. UL Class A.

4.1.2.2.5- Synthetic shingles - minimum 50 year spec, UL Class A.

4.1.3 **Electrical and distribution systems.** Safe and secure electrical service and distribution systems designed and installed to meet the National Fire Protection Association 70: National Electrical Code (2014), and ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings.

4.1.3.1 – Energy use intensity should not exceed the U.S. Department of Energy (DOE) building benchmarks, and shall conform to ASHRAE Standard Benchmark Energy Utilization Index (October 2009).

4.1.3.2 - Emergency lighting shall operate when normal lighting systems fail in locations and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.4 **Mechanical systems.** A safe and efficient mechanical system that provides proper ventilation, proper sound levels and maintains the building temperature and relative humidity. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes, and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.4.1 - Healthy building indoor air quality (IAQ) through the use of the mechanical heating, ventilation and air conditioning (HVAC) systems or operable windows and by reducing air infiltration and water penetration with a tight building envelope.

4.1.4.2 - Mechanical systems shall comply with: ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality, ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings, and ASHRAE Standard 189.1-2014 Standard for the Design of High-Performance Green Buildings.

4.1.5 **Plumbing.** A potable water source and supply system that complies with the Colorado Primary Drinking Water Regulations, 5 CCR 1003-1, the Environmental Protection Agency's Safe Water Drinking Act, and the International Code Council's 2015 International Plumbing Code.

4.1.6 **Fire management.** Building fire alarm and emergency notification systems in all school facilities shall be designed in accordance with state requirements. Exceptions include unoccupied very small single story buildings, sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system. All fire management systems shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.6.1 - Types of fire alarm notifications systems.

4.1.6.1.1 – Internal audible and visual alarms.

4.1.6.1.2 – External alarm monitoring and dispatch via internet / modem, telephone, radio, or cellular monitoring systems.

4.1.6.2 - Types of fire suppression systems.

4.1.6.2.1- Fire hydrants.

4.1.6.2.2- Static fire water storage tanks.

4.1.7 **Paths of egress.** A continuous and unobstructed path of egress from any point in the school that provides accessible routes to an area of refuge, a horizontal exit, or public way. A facility code analysis shall be conducted to determine all code requirements.

4.1.8 **Facilities with safely managed hazardous materials.** Potential hazardous materials in building components, which are identified in the Asbestos Hazard Emergency Response Act (AHERA) report, may include: asbestos, radon, lead, lamps and devices containing mercury. Additional hazardous materials may include: science chemicals, cleaning chemicals, blood-borne pathogens, acid neutralization tank for science departments, and bulk fuel storage (UST/AST) management that may be stored by the occupant.

4.1.8.1 - Public schools shall comply with all AHERA criteria and develop, maintain, and update an asbestos management plan, to be kept on record at the school district. This should include a building survey of the exterior of the building, and identification of all friable, non-friable, and trace asbestos materials. Reference regulation Number 8, Control of Hazardous Air Pollutants, 5 CCR 1001-10.

4.1.8.2 - All new facilities and additions shall conduct radon testing following completion of construction within nineteen months after occupancy as required by Colorado Department of Public Health and Environment, 6 CCR 1010-6.

4.1.8.3 - Lead based paint. All schools shall conform to the regulations adopted by the Colorado Air Quality Control Commission governing the abatement of lead-based paint from target housing (constructed prior to 1978) and child-occupied facilities, reference C.R.S. 25-5-1101.

4.1.9 **Security.** The degree of resistance to, or protection from, harm. It applies to any vulnerable and valuable asset; such as a person, building or dwelling. Security provides "a form of protection where a separation is created between the assets and the threat." These separations are generically called "controls," and sometimes include changes to the asset or the threat. These separations and degrees of resistance can be achieved through several models and techniques.

4.1.9.1 - Video Management Systems (VMS).

4.1.9.1.1- Cameras. Cameras are typically used to implement a video management system. In new construction, these should be internet protocol (IP) cameras on Power over Ethernet (PoE) cabling infrastructure, high definition over coax cameras, or analog cameras. Cameras should support motion activation, pan-tilt-zoom functionality, and standard video compression.

4.1.9.1.2- Closed circuit or IP video recorders. A central video management system should be capable of monitoring live feeds from multiple cameras from a central location, recording to digital media. Acceptable recorders include: network video recorder (NVR), high-definition composite video interface (HD-CVI), digital video recorder (DVR).

4.1.9.1.3- All video management systems should be integrated into their local first responder's alert notification system.

4.1.9.2 - Controlled access.

4.1.9.2.1- Manual.

4.1.9.2.1.1 - The number of entryways into the building or onto the campus should be limited. New construction shall be designed to restrict normal entrance to only one or two locations, with no recessed doorways, provided that sufficient entryways are available for fire department access and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.9.2.1.2 - All exterior doors shall be locking and equipped with panic bars to open readily from the egress side. Panic bars should utilize flush push bar hardware to prevent chaining doors shut.

4.1.9.2.1.2.1 - Unless a door is intended for ingress, exterior doors should not have handles and locks on the outside. In all cases exposed hardware should be minimized, provided that sufficient entryways are available for fire department access and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.9.2.1.3 - Doors should be constructed of steel, aluminum alloy, or solid-core hardwood. If necessary, glass doors should be fully framed and equipped with burglar-resistant tempered glass. Translucent glass should be avoided in all cases.

4.1.9.2.1.4 - Exit doors with panic push-bars should be "Access Control Doors" per the codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30, to prevent easy access by criminals and vandals, or in a lock-down / lock-out situation.

4.1.9.2.1.5 - Heavy-duty metal or solid-core wooden doors should be used at entrances in areas containing expensive items. These areas include classrooms, storerooms, and custodians' rooms. Interior doorway doors should also be heavy-duty metal or solid-core wooden doors.

4.1.9.2.1.6 - Door hinges should have non-removable pins.

4.1.9.2.1.7 - Door frames should be constructed of pry-proof material.

4.1.9.2.1.8 - Armored strike plates shall be securely fastened to the door frame in direct alignment to receive the latch easily.

4.1.9.2.2- Automated. Acceptable automated controlled access includes: automatic identification card/badge readers.

4.1.9.2.2.1 - Faculty, staff, and administration. School personnel may be issued additional tools for authenticating their identity in order to maintain efficient access to school facilities.

4.1.9.2.2.2 - Student. Schools shall expect students to carry some form of verifiable identification, if automated access to school facilities is to be provided.

4.1.9.3 - Front door security

4.1.9.3.1- Building vestibules. Where appropriate, buildings shall employ double entry door designs that provide a secured area for visitors to authenticate and gain clearance. Known as "man traps",

security vestibules solve several common security issues such as students opening doors for visitors, visitors bypassing check-in points, direct access to the interior from attackers, piggy-back entrances, and propped doors.

4.1.9.3.2- Video entrance systems. Building designs shall allow for school personnel to be able to monitor incoming visitors from a safe location out of reach, or line of site from incoming visitors who have not yet been authenticated or cleared for entry. These entry points shall use remote video and access control technology to conduct multi-factor authentication of incoming visitors (e.g. visual verification and ID, PIN/password and ID, or biometric and other form of visual identification).

4.1.9.3.2.1 - Video entrance systems shall use IP technology to allow access control to be conducted by school personnel from multiple locations, so that multiple personnel can provide coverage for screening incoming visitors, eliminating entry system override or “door propping”.

4.1.9.3.2.2 - Video entrance systems shall be integrated with school communication, alarm, or school database systems to allow personnel to screen visitors.

4.1.9.3.3- Line of sight. The front entrance should be designed to maximize the line of sight distance for school occupants to detect an intruder from each relevant perimeter (e.g. classroom to hallway, office or guard station to entryway, or entryway to exterior fence access, or exterior fence access to property perimeter).

4.1.9.4- Door lock / intrusion detection. Doors should have sufficient data cabling to a central interim distribution frame (IDF) or master distribution frame (MDF) to support access control/door release mechanisms, door sensors, IP Authentication sensors, and/or IP surveillance cameras as well as power cabling sufficient to support such hardware.

4.1.9.4.1- Interior classroom doors shall have locking hardware for lock downs, which does not interfere with automatic closing and latching functions required by the fire code and may have door sidelights, or door vision glass that allow line of sight into the corridors during emergencies, and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.9.5- Event alerting and notification (EAN) system. An EAN system that utilizes an intercom / phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications, and communication with local fire, police, and medical agencies during emergency situations.

4.1.9.6 - Secure sites should include the following:

4.1.9.6.1- Locations to avoid.

4.1.9.6.2- Location of utilities.

4.1.9.6.3- Roof access.

4.1.9.6.4- Lighted walkways.

- 4.1.9.6.5- Secured playgrounds.
- 4.1.9.6.6- Bollards at main entrances and shop areas with overhead doors.
- 4.1.9.6.7- Signage.
- 4.1.10 **Health code standards.** Schools, including labs, shops, vocational and other areas with hazardous substances shall conform to the Department Of Public Health and Environment Rules and Regulations Governing Schools: 6 CCR 1010-6.
- 4.1.11 **Food preparation equipment and maintenance.** Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required by Colorado Retail Food Establishment Rules and Regulations: 6 CCR 1010-2.
- 4.1.12 **Emergency care room.** A separate emergency care room shall be provided. This room shall have a dedicated bathroom, and shall comply with the Department Of Public Health and Environment Rules and Regulations Governing Schools 6 CCR 1010-6.
- 4.1.13 **A site that safely separates pedestrian and vehicular traffic and is laid out with the following guidelines:**
- 4.1.13.1 - Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other. If schools are located on busy streets and/or high traffic intersections, coordinate with the applicable municipality or county to provide for adequate signage, traffic lights, and crosswalk signals to assist school traffic in entering the regular traffic flow.
- 4.1.13.2 - When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking.
- 4.1.13.3 - Provide an adequate driveway zone for stacking cars on site for parent drop-off/pick-up zones. Drop-off area design should not require backward movement by vehicles, and be one-way in a counterclockwise direction where students are loaded and unloaded directly to the curb/sidewalk. Students should not have to load or unload where they have to cross a vehicle path before entering the building. It is recommended all loading areas have "No Parking" signs posted.
- 4.1.13.4 - Provide well-maintained sidewalks and a designated safe path leading to the school entrance(s).
- 4.1.13.5 - Building service loading areas and docks should be independent from other traffic and pedestrian crosswalks. If possible, loading areas shall be located away from school pedestrian entries.
- 4.1.13.6 - Facilities should provide bicycle access and storage.
- 4.1.13.7 - Fire lanes shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.13.8 - Playgrounds shall comply with the Americans with Disabilities Act and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.14 Severe weather preparedness.

4.1.14.1 - Designated emergency shelters shall be constructed as category IV buildings and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.2 Technology, including but not limited to telecommunications and internet connectivity technology and technology for individual student learning and classroom instruction.

4.2.1 Educational facilities for individual student learning, classroom instruction, online instruction and associated technologies, connected to the Colorado institutions of higher education distant learning networks "Internet" and "Internet two."

4.2.2 Educational facilities with standards based wired and wireless network connectivity.

4.2.3 Security and associated filtering and intrusion control for internal voice, video and data networks.

4.2.4 External internet service provider (ISP) connection and internal wide area network (WAN) connections meeting or exceeding recommended guidelines of the state education technology education directors association (SETDA) broadband imperative, and devices meeting or exceeding recommended specifications according to the most current version of technology guidelines for the partnership for assessment of readiness for college and careers (PARCC) assessments.

4.2.5 Provide school administrative offices with web-based activity access.

4.2.6 Administrative software individual educational programs (IEP), individual learning programs (ILP), and personal learning plans (PLP).

4.2.7 Emergency power backup, redundant a/c for voice, video and data systems.

4.2.8 Bi-Directional Amplification (BDA). Signal boosters that enhance in-building signals across a range of frequencies.

4.2.9 Building shall be constructed with long-term sustainable technology infrastructure. Facilities should be built with sufficient data cabling and/or conduit and power infrastructure to allow for maximum flexibility as technological systems are upgraded and replaced in the future. A plan for technology lifecycle review intervals should be put in place for review at 2-4 year intervals.

4.2.10 Data center and non-data centers.

4.2.10.1 - Uninterruptible power center (UPS). IDF and MDF locations should be wired with 30 Amp or 40 Amp power circuits to support sufficient backup power systems to maintain secure systems operation during a power outage, or intentional school attack.

4.2.10.1.1 - Data center and non-data centers should be backed up by a generator.

4.2.11 Connectivity standards.

4.2.11.1 - Wireless. Data cabling shall be planned to support appropriately spaced multiple-antenna wireless networking infrastructure allowing for a centrally located antenna every 2500 to 5000 square feet (or preferably performing a professional site survey/ resonance analysis). Support for 802.11b/g/n, 802.11ac, and/or newer protocols are recommended.

4.2.11.2 - Wired.

4.2.11.2.1 - Cabling. All new runs of copper data cable should be augmented category 6 cable or newer standards. Any data jack should be backed by two cable runs.

4.2.11.2.2 - Intermediate distribution frame (IDF) or Main distribution frame (MDF). Data closets shall be connected by conduit and fiber optic cable to allow for maximum data performance and upgradeability.

4.2.11.2.3 - IDF or MDF to classroom. Classrooms should have a data jack on the wall at the front and back of the room as well as data cable to the door for access control and a data jack on the ceiling near the front of the room for projection and/or smart board equipment as well as security/PA/clock devices.

4.2.11.2.4 - IDF to office, and library or technology/media centers. Any areas designed for independent work or study should have a dedicated data jack with two copper cable runs each.

4.2.11.2.5 - IDF to common areas, auditorium, and cafeteria. Common areas should contain one data jack per forty feet of linear wall space and such jacks shall be distributed at reasonably equal spacing throughout the room.

4.3 Building site requirements. Functionality of existing and planned public school facilities for core educational programs, particularly those educational programs for which the State Board has adopted state model content standards. Capacity of existing and planned public school facilities, taking into consideration potential expansion of services for the benefit of students such as full-day kindergarten and preschool- and school-based health services and programs.

4.3.1 Traditional education model, S.T.E.M. & Montessori / Expeditionary education models.

4.3.1.1 - Minimum occupancy requirements for schools:

Median Gross Square Foot (GSF) Per Pupil								
F.T.E.s	Traditional ES (K-5)		Traditional MS (6-8)		Traditional HS (9-12)		Traditional K-12	
	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF	GSF/Pupil	Total GSF
100	151	15,064	161	16,102	192	19,183	164	16,393
200	146	29,197	159	31,813	190	38,030	161	32,298
300	141	42,401	157	47,136	188	56,540	159	47,715
400	137	54,674	155	62,068	187	74,713	157	62,645
500	132	66,017	153	76,610	185	92,550	154	77,087
600	127	76,429	151	90,763	183	110,050	152	91,041
700	123	85,912	149	104,526	182	127,214	149	104,508
800	118	94,464	147	117,899	180	144,041	147	117,488
900	113	102,086	145	130,883	178	160,531	144	129,979
1000	109	108,778	143	143,476	177	176,685	142	141,984
1100	104	114,540	142	155,680	175	192,502	140	153,500
1200	99	119,371	140	167,494	173	207,982	137	164,529

Median Gross Square Foot Per Pupil - Alternate Programs (Expeditionary (Exp.), Montessori (Mtsri.), S.T.E.M.)												
F.T.E.s	Alt. ES (GSF/Pupil)			Alt. MS (GSF/Pupil)			Alt. HS (GSF/Pupil)			Alt. K12 (GSF/Pupil)		
	Exp.	Mtsri.	S.T.E.M.	Exp.	Mtsri.	S.T.E.M.	Exp.	Mtsri.	S.T.E.M.	Exp.	Mtsri.	S.T.E.M.
100	160	161	156	171	169	166	203	198	201	174	172	180
200	155	156	151	169	167	164	202	196	199	171	170	177
300	150	151	146	167	165	162	200	194	197	169	167	175
400	145	146	141	164	163	160	198	192	195	166	164	172
500	140	141	137	162	161	158	196	191	194	163	162	169
600	135	136	132	160	159	156	194	189	192	161	159	167
700	130	131	127	158	157	154	193	187	190	158	157	164
800	125	126	122	156	155	152	191	185	188	156	154	161
900	120	121	117	154	153	150	189	184	187	153	152	159
1000	115	116	113	152	151	148	187	182	185	151	149	156
1100	110	111	108	150	149	146	186	180	183	148	146	153
1200	105	106	103	148	147	144	184	179	181	145	144	151

Square Foot Values - Assembly									
F.T.E.s	ES Assembly		MS Assembly		HS Assembly		K12 Assembly		
	Cafeteria	Auditorium	Cafeteria	Auditorium	Cafeteria	Auditorium	Cafeteria	Auditorium	
100	675	1,300	675	1,500	675	1,700	675	1,700	
200	1,200	1,600	1,200	1,800	1,200	2,000	1,200	2,000	
300	1,800	1,900	1,800	2,100	1,800	2,300	1,800	2,300	
400	2,400	2,400	2,400	2,600	2,400	2,800	2,400	2,800	
500	3,000	2,700	3,000	2,900	3,000	3,100	3,000	3,100	
600	3,600	3,000	3,600	3,200	3,600	3,400	3,600	3,400	
700	4,200	3,900	4,200	3,900	4,200	3,900	4,200	3,900	
800	4,800	4,200	4,800	4,200	4,800	4,200	4,800	4,200	
900	5,400	4,500	5,400	4,500	5,400	4,500	5,400	4,500	
1000	6,000	4,800	6,000	4,800	6,000	4,800	6,000	4,800	
1100	6,600	5,100	6,600	5,100	6,600	5,100	6,600	5,100	
1200	7,200	5,400	7,200	5,400	7,200	5,400	7,200	5,400	

- Cafeteria Capacity assumes three (3) seatings without a secondary function overlay.

- Auditorium Capacity SF is sized for 1/3 of General enrollment and is inclusive of stage (size varies: 1,000 to 1,800); Basis is 9 SF per seat (1/3 FTES) plus stage at various sizes, stage includes a small amount of storage or similar support.

Square Foot (SF) Values - Core Classrooms (Minimum (Min) classroom size = 675 sf)								
F.T.E.s	ES Min (24-30 FTES)		MS Min (24-30 FTES)		HS Min (24-30 FTES)		K12 Min (24-30 FTES)	
	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF
Kindergarten	38	1,140	-	-	-	-	38	1,140
Grade 1	32	960	-	-	-	-	32	960
Grade 2	32	960	-	-	-	-	32	960
Grade 3	32	960	-	-	-	-	32	960
Grade 4	30	900	-	-	-	-	30	900
Grade 5	30	900	-	-	-	-	30	900
Grade 6	-	-	30	900	-	-	30	900
Grade 7	-	-	28	840	-	-	28	840
Grade 8	-	-	28	840	-	-	28	840
Grade 9	-	-	-	-	28	840	28	840
Grade 10	-	-	-	-	28	840	28	840
Grade 11	-	-	-	-	28	840	28	840
Grade 12	-	-	-	-	28	840	28	840
Montessori	40	1,200	40	1,200	40	1,200	40	1,200
Expeditionary	36	1,080	36	1,080	36	1,080	36	1,080

Square Foot (SF) Values - Exploratory Spaces (minimum size = 675 sf)								
F.T.E.s	ES Min (24-30 F.T.E.s)		MS Min (24-30 F.T.E.s)		HS Min (24-30 F.T.E.s)		K12 Min (24-30 F.T.E.s)	
	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF	SF/Pupil	Total SF
Comp/Tech	30		32	-	32	-	32	
Music	35		35	-	35	-	35	
Science	38		40		44		44	
Lecture	28		28		28		28	
Art	35		40		45		45	
Gym / MP	3,000 SF (50'x60')		5,400 SF (60'x90')		7,300 SF (70'x104')		7,300 SF (70'x104')	
Special Ed	37		37		37		37	
VoAg	-	-	-	-	60	-	60	-
Media Center	1200 sf (30 occ)		2400 sf (60 occ)		3600 sf (60 occ)		3600 sf (60 occ)	
"Gymatorium"	4,400 SF (See notes)		4,400 SF (See notes)		-		-	

- ES Gymnasium basis is 50'X60' play area; Capacity Assumes (GE*.25)/7 periods (without fixed seats)
- MS Gymnasium basis is 60'X90' play area; Capacity Assumes (GE*.5)/7 periods (without fixed seats)
- HS Gymnasium basis is 70'X104' practice gym; Capacity Assumes (GE*.5)/7 periods (with limited fixed seats) Note: National Federation of State High School Association's standards outline an "ideal" court for high school age as 84'x50' (and not greater than 94'x50')
- "Gymatorium" basis is 50'x60' play area and 1000 SF platform stage with 400 SF storage

Instructor / Support Areas		
Space Type:	Square Feet	Notes:
Office - typical	120	
Office - large	150	
Work room	250	Multiple individual (or in aggregate) may be required due to scale
Team planning (conf)	240	12-16 occupants (assembly use)
Instruction - sm group	320	16 occupants (classroom use)
Storage	50	Ave per instructor
Staff toilets	50	Multiple may be required due to scale

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4.3.2 Other rooms.

4.3.2.1 - Facilities with preschools shall comply with Rules Regulating Child Care Centers (Less Than 24-Hour Care) 12 CCR 2509-8 and shall comply with the Colorado Department of Public Health and Safety's Regulations Governing Child Care, 6 CCR 1010-7.

4.3.2.2 - Special education classrooms. Special Education classrooms and facilities meeting or exceeding the accessibility and adaptive needs of the current and reasonably anticipated student population, in accordance with Section 504 and Title II of the Americans with Disabilities Act, the Exceptional Children's Educational Act, and Individuals with Disabilities Education Act.

4.4 Building performance standards and guidelines for green building and energy efficiency.

Section 24-30-1305.5 C.R.S., requires all new facilities, additions, and renovation projects funded with 25% or more of state funds to conform with the High Performance Certification Program (HPCP) policy adopted by the Office of the State Architect (OSA) if:

- The new facility, addition, or renovation project contains 5,000 or more building square feet; and
- The project includes an HVAC system; and
- If increased initial cost resulting from HPCP can be recouped by decreased operational costs within 15 years, and
- In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the property.

4.4.1 High Performance Certification Programs.

4.4.1.1 - Leadership in Energy and Environmental Design (LEED) for schools. Reference LEED 2009 for Schools New Construction and Major Renovations.

4.4.1.1.1- LEED is an internationally recognized certification system that measures a building using several metrics, including: energy savings, water efficiency, sustainable land use, improved air quality, and stewardship of natural resources.

4.4.1.1.2- Points are awarded on a 100-point scale, and credits are weighted to reflect their potential environmental impacts. Different levels of certification are granted based on the total number of earned points. The four progressive levels of certification from lowest to highest are: certified, silver, gold and platinum.

4.4.1.2 - Colorado Collaborative for High Performance Schools (CO-CHPS).

4.4.1.2.1- The CO-CHPS Criteria is a benchmarking system that defines the attributes of a high performance school. The criteria addresses site and materials selection, energy and water efficiency, indoor environmental quality, innovation, performance, and integrated delivery, and provide high performance school strategies that can be used by schools and districts and their design teams for new campuses, buildings and major modernizations.

4.4.1.2.2- The CO-CHPS Criteria for New Construction and Major Modernizations (2009) requires the project achieves a 25% reduction in total energy cost savings compared to ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings, set an ENERGY STAR goal

of at least 75, and use the resulting site Energy Use Intensity (EUI) as a performance target and utilize the Flex Energy design tool.

4.4.2 Renewable energy strategies.

4.4.2.1 - Solar Photovoltaic / Solar Thermal.

4.4.2.2 - Geothermal / Geo exchange.

4.4.2.3 - Wind.

4.4.2.4 - Passive Solar Design.

4.4.3 Energy management plan.

4.4.3.1 - Energy programs assist with creating a culture of energy efficiency within a school. Reference Energy Star Guidelines for Energy Management to help develop a plan.

4.4.4 Other energy efficient options.

4.4.4.1 - ENERGY STAR Labeled HVAC / mechanical systems.

4.4.4.2 - Windows, doors, and skylights (collectively known as fenestration).

4.4.4.3 - Building Envelope.

4.4.4.3.1- The interface between the interior of the building and the outdoor environment, including the walls, roof, and foundation – serves as a thermal barrier and plays an important role in determining the amount of energy necessary to maintain a comfortable indoor environment relative to the outside environment.

4.4.4.3.2- Roof. Roof design and materials can reduce the amount of air conditioning required in hot climates by increasing the amount of solar heat that is reflected, rather than absorbed, by the roof. For example, roofs that qualify for ENERGY STAR® are estimated to reduce the demand for peak cooling by 10 to 15 percent.

4.4.4.3.3- Insulation is important throughout the building envelope.

4.4.4.4 - Lighting.

4.4.4.4.1- Light emitting diodes (LEDs), compact fluorescents (CFLs) and fluorescent lighting should be considered over traditional incandescent lighting.

4.4.4.5 - Commissioning, retro commissioning and re-commissioning.

4.4.4.5.1- Commissioning ensures that a new building operates initially as the owner intended and that building staff are prepared to operate and maintain its systems and equipment.

4.4.4.5.2- Retro commissioning is the application of the commissioning process to existing buildings.

4.4.4.5.3- Re-commissioning is another type of commissioning that occurs when a building that has already been commissioned, undergoes another commissioning process.

4.4.4.6- Measurement and verification. Measurement and verification (M&V) is the term given to the process for quantifying savings delivered by an Energy Conservation Measure (ECM), as well as the sub-sector of the energy industry involved with this practice. M & V demonstrates how much energy the ECM has avoided using, rather than the total cost saved.

4.4.4.7 - Landscaping.

4.5 The historic significance of existing public school facilities and their potential to meet current programming needs by rehabilitating such facilities.

4.5.1 Buildings that are 50 years or older at the time of application may be subject to the State Register Act 24-80.1-101 to 108 in determining if the affected properties have historical significance.

4.5.1.1 - Historical significance means having importance in the history, architecture, archaeology, or culture of this state or any political subdivision thereof or of the United States, as determined by the state historical society.

4.5.2 When determining if a facility should be replaced, the cost to rehabilitate versus the cost to replace should be evaluated.

Below are general guidelines to assist with project priority identification:

C.R.S. 22-43.7-109(5)(a, b, c, and d):

(5) *The Assistance Board, taking into consideration the financial assistance priority assessment conducted pursuant to section 22-43.7-108, shall prioritize applications that describe public school facility capital construction projects deemed eligible for financial assistance based on the following criteria, in descending order of importance:*

(a)(I) *Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security; (II) In prioritizing an application for a public school facility renovation project that will address safety hazards or health concerns, the Assistance Board shall consider the condition of the entire public school facility for which the project is proposed and determine whether it would be more fiscally prudent to replace the entire facility than to provide financial assistance for the renovation project.*

- 1.2 Molds and fungi abatement
- 1.2 Major structural hazards
- 1.3 Threatening electrical
- 1.3 Threatening HVAC, boiler, plumbing, air quality hazards and potable water hazards
- 1.4 Asbestos testing and abatement (friable) and being disturbed
- 1.5 Roof repairs and replacement - with leaks causing damage to the facility
- 1.5 Proper chemical storage
- 1.6 Fire alarms
- 1.6 Fire sprinklers
- 1.8 Lead abatement
- 1.9 Exterior door monitoring
- 1.9 Master key and/or card systems for doors
- 1.9 Equipment for surveillance and security
- 1.9 Vehicle loading and unloading
- 1.9 Underground fuel tank removal and replacement
- 1.9 Radon remediation
- 1.9 Exit and emergency lighting
- 1.9 Other

(b) *Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities.*

- 2.2 Accommodate growth
- 2.2 Eliminate modulars
- 2.2 Reduce existing overcrowding
- 2.9 Reduce the number of students per classroom
- 2.9 Other

(c) *Projects that are designed to incorporate technology into the educational environment.*

- 3.2 Provide new interactive technology facilities and hands on learning
- 3.2 Upgrade technology infrastructure
- 3.9 Technology equipment
- 3.9 Other

(d) All other projects.

- 4.1 Provide better temperature control and indoor air quality
- 4.1 Air conditioning
- 4.1 Additional space for new program(s)
- 4.2 HVAC repairs, replacement and new installation
- 4.2 Boiler replacement
- 4.2 Plumbing repairs
- 4.2 Electrical repairs
- 4.2 Upgrading the electrical systems to meet codes, reduce energy or increase service
- 4.2 Provide proper acoustics to reduce noise
- 4.4 Roof repairs or replacement - due to age or regular scheduled maintenance (no leak issues)
- 4.4 ADA upgrades
- 4.5 Window and door replacement
- 4.6 Insulation for temperature control
- 4.7 Addition of energy saving windows to increase natural light and reduce lighting costs
- 4.8 Asbestos abatement (friable), but non-disturbed
- 4.8 Asbestos abatement (non-friable)
- 4.8 Caulking to reduce air infiltration
- 4.8 Reduce energy costs
- 4.9 Exterior entry vestibules for ice, snow and wind costs
- 4.9 Minor structural hazards
- 4.9 Grading to improve drainage
- 4.9 Provide cheerful ceiling, wall and floor treatment
- 4.9 Increase storage for better organization
- 4.9 Lighting upgrades
- 4.9 Other
- 5.0 Non-qualifying

<u>Criteria #</u>	<u>Question</u>
1	Approximately how many acres is the site? (CDE requires a URL link to aerial photograph of all facilities assessed via Google Earth or other of site with approximate boundaries delineated. The CDE will provide the assessor with aerial images of schools.
2	How does the existing site compare with size recommendation in the CDE Construction Guidelines 4.1.13?
4.1	Do Football Fields meet the school's program requirements? If not comment on deficiencies.
4.2	Are Football Fields approved by the Colorado High School Activities Association?
5.1	Does the track meet the school's program requirements? If not comment on deficiencies.
5.2	Is the track approved by the Colorado High School Activities Association?
6.1	Do Baseball fields meet the school's program requirements? If not comment on deficiencies.
6.2	Are Baseball Fields approved by the Colorado High School Activities Association?
7.1	Do Softball fields meet the school's program requirements? If not comment on deficiencies.
7.2	Are Softball Fields approved by the Colorado High School Activities Association?
8.1	Do tennis courts meet the school's program requirements? If not comment on deficiencies.
8.2	Are tennis courts approved by the Colorado High School Activities Association?
9.1	Do soccer fields meet the school's program requirements? If not comment on deficiencies.
9.2	Are soccer fields approved by the Colorado High School Activities Association?
10.1	Do practice fields meet the school's program requirements? If not comment on deficiencies.
13	Is the school located on a 4 lane highway or street with daily traffic counts exceeding 25,000 per day? DOT?
13.1	If 4 lanes wide OR traffic count exceeding 25000 cars is there a traffic light or dedicated turn lane into the school?
13.2	Is there signage warning of school zone?
14	Is the location removed from undesirable business industry traffic and natural hazards as recommended in the CDE Construction Guidelines 4.1.13?
16.1	Is there a bus loading and unloading zone?
16.2	Is the bus loading and unloading zone and parent drop off - pickup area separated from other vehicle and pedestrian traffic?
16.3	Do pedestrians have to cross traffic lanes to enter school?
17.1	Is there a parent drop off and pick up area?
17.2	Is the parent drop off and pickup area one way?
17.4	Is the parent drop off and pickup area separated from bus loading and unloading
18.1	Are there staff and visitor parking?
18.2	Is the staff and visitor parking area paved with marked parking stalls?
18.3	Are there marked ADA staff and visitor parking stalls?
18.4	Does the staff and visitor parking provided meet the CDE Construction Guidelines 4.1.13?
18.6	Is there a dedicated well marked traffic lane to the main entry?
19.1	Is there student parking?
19.2	Is the parking area paved with marked parking stalls?
19.3	Are there marked ADA student parking spaces?
19.4	Does the student parking provided meet the CDE Construction Guidelines 4.1.13?
20	Is the service delivery area separated from pedestrian traffic, sports fields and playgrounds?
21.1	Are there concrete walks that provide circulation around the school?
22	Is there an area for bicycle storage?

Criteria #	Question
23	Is there a marked fire lane with "no parking" signs posted?
25	Is there a playground/playfields for ES? If so does the play equipment meet recommendations in the CDE Construction Guidelines 4.1.13?
25.1	If there is playground equipment; is the equipment in good condition?
26	Is playground equipment available for persons with disabilities?
28	Are parking areas lit? Describe condition.
29	Are sports fields lit? Describe condition.
30	Are school entries lit? Describe condition.
31	Are school perimeters lit? Describe condition.
33	Is the school floor slab raised 6" Above grade or more? Describe condition.
34	Does water drain positively away from the school?
35	Is there a drainage path on site?
35.1	Is the site erosion free?
36	Is there a water retaining area?
36.1	Does it have a drain at the basin?
36.2	Describe the condition of the retaining area.
38	Is ADA parking close to the main entrance?
39	Is there an identifiable path of ingress?
40	Are there curb cuts at curbs?
41	Is there signage identifying ADA parking and identifying path of ingress?
43.1	Is there site way-finding signage?
43.2	Is there traffic signage? Describe deficiencies.
45	Is the school heated with natural gas propane coal electricity or other?
45.1	Are the propane tank or tanks installed as required by code?
45.2	Is the natural gas service protected?
46	Is the site served by a private or a public water system?
47	Is the site served by a well?
47.1	Is the well secured to limit access? Describe condition.
48	Is major electrical service equipment (Including transformers switchgear and disconnects) located outside?
48.1	If the major electrical service equipment is located outside is the electrical equipment fenced in or locked to limit access?
49	Is the site served by a public or private waste water system?
50	Is the private waste water system approved by the Colorado Health Department OR a LOCALLY approved septic tank and leach field?
50.1	Is there a manhole to the service tank?
51	Is there a fire hydrant(s) located within 200 ft. of the school?
51.1	How far away is the fire hydrant from the school building?
53	Is the landscaping well developed and maintained?
54	How is the landscaping watered? By hand on a timer on a smart system other?
54.1	Describe the condition of the landscaping watering system.
55	Does the landscaping aid passive solar techniques?
56	Is the landscaping drought tolerant?

Criteria #	Question
57	Are weeds under control?
60	Is the trash area segregated from students and the public?
61	Is the trash area enclosed?
63	Is the site clean and free of litter and trash?
65.1	Is the site fenced?
65.2	Are gates provided at fences with locking capability?
65.3	Are playgrounds fenced separately?
66	Are there good open lines of site from a single vantage point of playgrounds?
67	Is the school roof controlled for restricted access?
68	Is the main entry protected from forced vehicle entry? Describe how, bollards etc.
70	Are corridors fire rated?
70.1	Are the corridors' openings protected? E.g. are doors labeled with smoke seals and closers etc.?
70.2	Describe the condition of the corridors.
71	Is the school segregated with area separation fire walls?
72	What is the school construction type? E.g. III-A, 1-B, etc.
73	What is the school occupant load?
73.1	Is the school occupant load in compliance with code?
74	Is there an unobstructed path of egress from all points in the school?
74.1	Describe the condition of the unobstructed path of egress.
75	Are stairways protected for exiting as required by code?
75.1	Determine the adequate number of stairways
75.2	Describe condition of stair(s)
76	Do stair treads risers and landings meet code? 1) Riser restrictions are 7' maximum and 4" minimum. 2) Tread depth must be a minimum of 11". 3) Minimum stair width must be 60" for educational group with an occupancy of 100 or more.
76.1	Describe condition of treads risers and landings
77	Are classroom doors recessed and open in the exiting direction?
78	Are there guardrails and handrails by stairways and landings as required by code? 1) Top of handrail must be 34" to 38" above the stair nosing. 2) Handrail extension for the top and bottom must extend a minimum of 12" plus the return to wall dimension.
78.1	Describe condition of guardrails and handrails
79	Is glass tempered, laminated, or wire in locations as required by code?
80	Does the school provide exits as required by code?
80.1	Do corridors terminate at an exit or a stairway leading to an exit?
81	Is the path of egress ADA accessible?
81.1	Are there areas of refuge?
82	Does the school facility offer same services to all occupants in the building? E.g. is the building ADA compliant?
83	Does the school have emergency exiting lighting on an independent electrical service?
84	Does the district/school have a backup generator?
84.1	How is the backup generator powered? Natural gas propane wind other?
84.2	Is fuel stored as required by code? Describe condition.

Criteria #	Question
85	Does the school have fire extinguishers located as required by code?
86	Is the school provided with a sprinkler system?
87	Is there a school fire alarm system that meets current fire codes? IFC Required?
87.1	Is the alarm monitored?
87.2	Describe the type age and condition of the fire alarm system.
89	Will photographs be taken of facility deficiencies found?
90	Include exterior photographs of all district owned facilities, North, East, West, and South.
91	Collect pdf files of existing floor plans. CDE prefers this information be collected from the school district for inclusion into database
92	List all facilities as described in section 4 of the RFP by name and description. Include this information on all facilities including abandoned facilities, storage sheds, press stands, etc.
93	List square footages of all facilities, including roof footprint square footage. Include this information on all facilities including abandoned facilities, storage sheds, press stands, etc.
94	List Age of all facilities. List dates of additions or major remodels. Include this information on all facilities including abandoned facilities, storage sheds, press stands, etc.
95	List Grades Attending School.
96	List number of building stories.
97	What is the student capacity?
100	Is there a basement?
100.1	Do the foundation or basement walls have any observable cracks?
101	Is the school constructed on a slab on grade?
101.1	Does the slab on grade show signs of heaving or cracking?
101.2	If visually possible from the exterior, note whether the slab is post tensioned.
102	Are the exterior/interior walls bearing?
102.1	What materials are the exterior/interior walls constructed of?
102.2	Are there any observable cracks or other areas of failure in respect to the walls?
102.3	Are there expansion joints for expansion and contraction of building materials?
103	What are the exterior walls constructed of if not bearing? Wood framing metal framing other?
103.1	Describe condition of exterior walls (Including all facilities including abandoned facilities, storage sheds, press stands, etc.)
104	What is the school's structural system?
104.2	Describe the condition of the school's structural system.
105	What are the exterior walls veneered with? Lath and plaster stucco brick CMU block stone wood lap siding metal siding other?
105.2	Describe condition of veneer.
106	What are the interior corridor walls constructed of, if not bearing?
106.1	Describe condition of interior corridor walls.
107	What are interior walls, other than corridors, constructed of?
107.1	Describe condition of the interior walls and veneering.
108	What is the ceiling/roof assembly constructed of? Wood joists with wood planking I-joists with plywood open web wood joists with wood planking or plywood open web metal joist and concrete other?
108.1	Describe the condition of the school's ceiling/roof assembly.

Criteria #	Question
109	What is the ceiling/floor assembly constructed of? Wood joists with wood planking I-joists with plywood open web wood joists with wood planking or plywood open web metal joist and metal decking other?
109.1	Describe the condition of the school's ceiling/floor assembly.
110	Is the school's roof covering low-sloping (3:12 or less) or steep-sloping (3:12 or more)?
110.1	What is the roofing system (BUR EPDM Asphalt Shingles etc.)?
110.2	What is the approximate age of the roof covering?
110.3	Is water draining positively with water being removed off?
110.4	What is the condition of the roof covering?
112	HVAC-What type of mechanical system does the school have? Describe all individual mechanical systems by area that comprise the overall system.
112.1	What is the approximate age of the HVAC system?
112.2	Does the system provide fresh air as recommended in the CDE Construction Guidelines 4.1.3? Please refer to CO2 test results.
112.3	How is the fresh air controlled?
112.4	How many zones are there?
114	What is the air quality for carbon dioxide?
114.1	Provide resulting data from carbon dioxide tests.
115	At the time of visit, what is the air quality for carbon monoxide in boiler rooms or at air supply ducts?
116	Are electrical utilities lines service equipment and distribution system installed as recommended in the CDE Construction Guidelines 4.1.3?
116.1	Does the electrical system in its existing configuration, from the transformer to the panel, have room for additional electrical capacity?
116.2	Is power single or three phase?
116.3	Describe the age and condition of the electrical system.
117	Is there an adequate number of electrical outlets in classrooms and teaching areas?
117.1	Are extension cords and multiple outlet receptacle outlets used to make up for lack of wall/floor outlets?
118	What type of lighting does the school have? Compact fluorescents, T-8 lamps, T-5 lamps, other?
118.1	Describe condition of the lighting in the school.
119	Do current lighting levels meet electrical lighting codes?
119.1	Describe lighting levels.
120	Are there any noticeable odors in the school that suggest sewer lines are in poor condition?
120.1	Does the school have adequate bathrooms to support the building population as required by code?
120.2	Are plumbing fixtures equipped with low flow water saving devices?
120.3	Describe condition of system and fixtures.
120.4	What are the occupant loads and fixture counts versus the current enrollment at the school?
121	Test water at one location in each school for lead and copper. Provide testing results in database.
122	What is the condition of the school's water treatment system?
124	Is there an event alert notification system as recommended in the CDE Construction Guidelines 4.1.9.5?
125.1	Is there restricted access at secondary entrances and controlled access at the building main entrance as recommended in the CDE Construction Guidelines 4.1.9?
125.2	Are there lines of sight from the administrative area or video cameras monitoring the main entrance?
127	Are facilities equipped with closed circuit video and key card or key pad school access?

Criteria #	Question
129	Are there any noticeable friable hazardous materials in the school or any suspected hazardous materials not on the school's Asbestos Hazard Emergency Response Act (AHERA) plan?
129.1	Are hazardous materials safely managed?
129.2	Is there an updated copy of the Asbestos Management Plan on file?
131	Are the school facilities including kitchens maintained in a clean and sanitary manner as recommended in the Criteria and as required by Colorado Health Codes? List major items in non-compliance
131.1	Please list deficiencies in relation to major clean and sanitary non-compliance issues.
133	Are chemicals and cleaning supplies stored as recommended in the CDE Construction Guidelines 4.1.8?
134	Are Science labs and shops safe as recommended in the CDE Construction Guidelines 4.1.8?
135	Is there an emergency nurse's station with a dedicated bathroom and secure area to store student medications?
137.1	Does the school have daylight with views in all learning areas?
137.2	Learning style variety
137.3	Does the school have acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas?
138	Is there anything in the physical make-up of the school that does not allow the school to meet the standards of the Colorado Achievement Plan for Kids (Cap4K) or the No Child Left Behind Act (NCLB)
139.1	Does the school have preschool classrooms as needed for the school program?
139.2	Preschool Adjacencies
139.3	Preschool Storage/Fixed Equipment
140.1	Does the school have kindergarten classrooms as needed for the school program?
140.2	Kindergarten Adjacencies
140.3	Kindergarten Storage/Fixed Equipment
141.1	Do the special education spaces (including testing rooms, offices, etc.) meet school expectations and requirements?
141.2	Special Ed Adjacencies
141.3	Special Ed Storage/Fixed Equipment
142.1	Does the school have general classrooms as described in the CDE Construction Guidelines 4.3?
142.2	General Classroom Adjacencies
142.3	General Classroom Storage/Fixed Equipment
143.1	Do the special program spaces (including, Title 1, Speech, PT/OT, ESL, etc.) meet school expectations and requirements.
143.2	Special Programs Adjacencies
143.3	Special Programs Storage/Fixed Equipment
144.1	Does the school have a Music room as described in the CDE Construction Guidelines 4.3?
144.2	Music Adjacencies
144.3	Music Storage/Fixed Equipment
146.1	Does the school have an art room as described in the CDE Construction Guidelines 4.3?
146.2	Art Adjacencies
146.3	Art Fixed Equipment
147.1	Does the school have a computer lab as described in the CDE Construction Guidelines 4.3?
147.2	Computer Lab Adjacencies
147.3	Computer Lab Fixed Equipment

Criteria #	Question
148	Does the school have a career center for students to access materials and research higher education opportunities which meets local needs
149.1	Does the school have Career and Technical Education spaces as described in the CDE Construction Guidelines 4.3?
149.2	CTC Adjacencies
149.3	CTC Storage/Fixed Equipment
150.1	Does the school have a library/multimedia center (LMC) as described in the CDE Construction Guidelines 4.3?
150.2	Library Adjacencies
150.3	Library Storage/Fixed Equipment
151.1	Does the school have a distance learning lab as described in the CDE Construction Guidelines 4.3?
151.2	Distance Learning Adjacencies
151.3	Distance Learning Storage/Fixed Equipment
152.1	Does the school have an adequate PE facilities as described in the CDE Construction Guidelines 4.3?
152.2	PE Adjacencies
152.3	PE Storage/Fixed Equipment
152.4	Does school have dance program and appropriate space for program
156.1	Does the school have a performing arts/auditorium support area as described in the CDE Construction Guidelines 4.3?
156.2	Performing Arts/Auditorium Adjacencies
156.3	Performing Arts/Auditorium Storage/Fixed Equipment
157.1	Does the school have an administrative support area + reception area including teacher lounge guidance area etc. as described in the CDE Construction Guidelines 4.3?
157.2	Administration Adjacencies
157.3	Administration Storage/Fixed Equipment
157.4	Student Restrooms
157.5	Cafeteria
157.6	Food Prep
158.1	Science Labs as described in the CDE Construction Guidelines 4.3?
158.2	Science Labs Adjacencies
158.3	Science Labs Storage/Fixed Equipment
159	Are the school materials listed below of good quality and easily maintainable? Please see below listed questions 160-165 for details.
160	Interior walls finishes? Describe type and condition.
161	Interior flooring? Describe type and condition.
162	Interior ceilings? Describe type and condition.
163	Exterior doors, frames and glazing? Describe type and condition.
163.1	What is condition of weather stripping and caulk?
163.2	How many exterior doors are there?
164	Interior doors and frames? Describe type and condition.
165	Windows/glazing? Describe type and condition.
168	Telephone system? Describe type and condition.

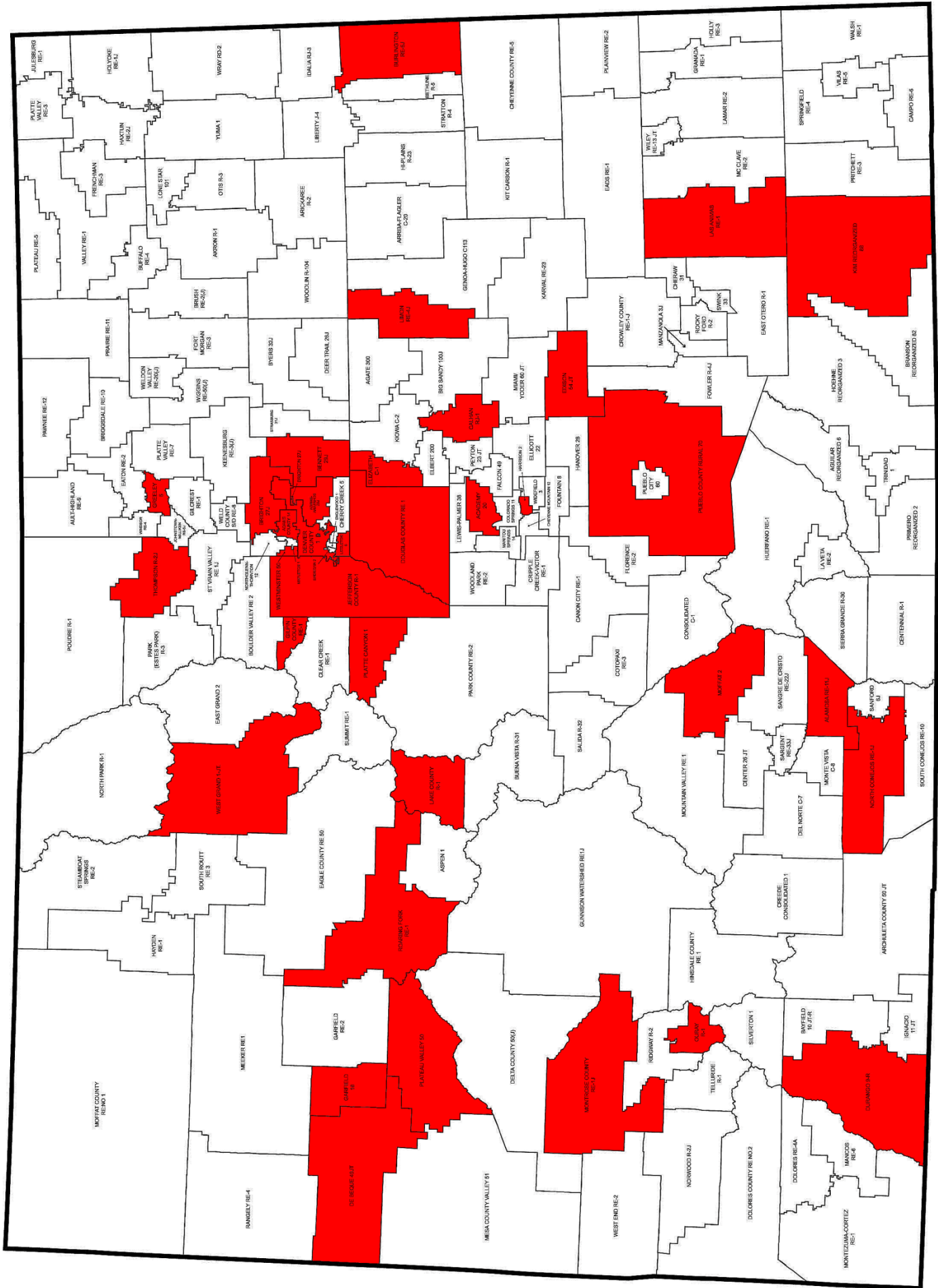
Criteria #	Question
169	Video distribution system? Describe type and description.
170	Does the school have a data/network system?
171.1	Is the school facility protected to maintain business continuity with emergency power backup?
171.2	Is the school facility protected to maintain business continuity with redundant air conditioning for data centers?
171.3	Is the school facility protected to maintain business continuity with data backup systems?
171.4	Where are data backups stored?
173.1	Is the school connected to the internet? How is it connected?
173.2	Does the school have wireless internet access throughout?
174.1	Is the school connected to the Colorado institutions of higher education distant learning networks "internet two"?
174.2	Do the buildings have high speed drops or wireless?
176.1	School administrative offices are provided with hardware & software that provides control of web-based activity access throughout the facility.
176.2	School administrative offices are provided with the technological hardware and software that provides email for staff.
176.3	School administrative offices are provided with the technological hardware and software that provides a school wide telephone system with voicemail.
176.4	School administrative offices are provided with hardware & software that provides a district hosted web site with secure parent online access linked to attendance and grades.
178.1	Is the school energy efficient? (Btus/SF/Yr)
178.2	Is the school water efficient? (Gals/SF/Student)
179	Does the school have low life cycle costs? (Compare current FCI with Parsons K12 Historical FCI curve and establish + deviation (worse) or - deviation (better) to estimate total effect of life cycle costs.)
180	Is the school healthy for its occupants? (Average scores of 112.2 (fresh air)+ 114 (CO2) + 115 (CO) + 119.1 (lighting) + 121 (C and Pb) + 129.1 (Hazmat) + 131 (sanitary) + 137.1 (daylight) + 137.3 (acoustics))
181	Does the school have a relatively low impact on the environment? (Average scores 178.1 (energy) + 178.2 (water) + 179 (life cycle costs) + 184.1 (renewable strategies))
182	Does the school reduce demand on municipal infrastructure by encouraging denser development, reducing water consumption and with responsible storm water management and treatment design?
183	Does the site minimize parking to reduce heat island effect and discourage use of individual automobiles?
184	Does the school utilize energy efficient equipment? (See 178.1 - Btus/SF/Yr)
184.1	Does the building utilize renewable energy strategies?
185	Does the school meter all utilities with the ability to submeter selected systems?
186	Does the school increase the schools community knowledge about the basics of high performance design using an educational display to serve as a three-dimensional textbook?
187	What are exterior walls insulated with? Describe age type and condition. Condition Score
188	Is there an un-shaded south facing wall? If so how many square feet get direct sunlight?
189	What percent of exterior facade are windows dedicated to?
190	Is the school site located to encourage use of bicycling walking and mass transportation?
191	Is the school used jointly with the community?
191.1	What are the typical community uses of the building?

Criteria #	Question
191.2	How many hours/day and days/year is the school available for the community to use?
192	How many exit doors are there?
193	Is the school oriented to take advantage of passive solar, wind, natural ventilation green roofs, etc.?
194	Does the school have good sources of natural light throughout the building? Describe type and locations.
195	Has the school lighting been replaced with new energy efficient fixtures?
196	Does the site lighting have minimal impact at night on neighboring properties (low sky glare)?
197	Has the mechanical system been commissioned or retro-commissioned in the last five years?
198	What are exterior walls insulated with? Describe age type and condition. Energy Score
199	Are corridor walls insulated for sound? Describe age type and condition.
200	Are interior walls other than corridors insulated for sound? Describe age type and condition.
201	Is ceiling/floor assembly insulated for sound? Describe age type and condition.
202	Is the ceiling/roof assembly insulated? Describe age type and condition of insulation.
203	Are the windows thermal with double pane low e glass? If not describe type and condition.
203.1	Are they operable? Are the windows being used to control indoor air temperature and ventilation?
203.2	Describe condition of caulking
204	Are school wastes reclaimed?
205	Does the site incorporate responsible storm water management and treatment design?
206	Are there entry vestibules at the main school entrances?
206.1	Are there entry vestibules at the secondary school entrances?
207	Does the district/school have a recent active energy management plan?
208	Does the district/school have preventative maintenance procedures in place?
209	Obtain past and current utility records (three year) from school and include in database. Include dollars per kilowatt-hour (kwh) kilowatt (kW) and Therms used. This item must be coordinated with the Governor's Energy Office.
210	Should the facility be placed on a list for further due diligence by CDE to determine historical significance based on the CDE Construction Guidelines section 4.5?
212	Current facility/school replacement value (CRV)
213	Facility Condition Index (FCI) or equivalent method. Include inflation line item factored in at bottom of (FCI)

Level 1 Major Group Elements	Level 2 Group Elements	Level 3 Individual Elements
A SUBSTRUCTURE	A10 Foundations	A1010 Standard Foundations
		A1020 Special Foundations
		A1030 Slab on Grade
	A20 Basement Construction	A2010 Basement Excavation
		A2020 Basement Walls
B SHELL	B10 Super Structure	B1010 Floor Construction
		B1020 Roof Construction
		B2010 Exterior Walls
	B20 Exterior Enclosure	B2020 Exterior Windows
		B2030 Exterior Doors
	B30 Roofing	B3010 Roof Coverings
		B3020 Roof Openings
	C INTERIORS	C10 Interior Construction
C1020 Interior Doors		
C1030 Fittings		
C20 Stairs		C2010 Stair Construction
		C2020 Stair Finishes
C30 Interior Finishes		C3010 Wall Finishes
		C3020 Floor Finishes
		C3030 Ceiling Finishes
D SERVICES	D10 Conveying	D1010 Elevators & Lifts
		D1020 Escalators & Moving Walks
		D1090 Other Conveying Systems
	D20 Plumbing	D2010 Plumbing Fixtures
		D2020 Domestic Water Distribution
		D2030 Sanitary Waste
		D2040 Rain Water Drainage
		D2090 Other Plumbing Systems
	D30 HVAC	D3010 Energy Supply
		D3020 Heat Generating Systems
		D3030 Cooling Generating Systems
		D3040 Distribution Systems
		D3050 Terminal & Package Units
		D3060 Controls & Instrumentation
		D3070 Systems Testing & Balancing
	D3090 Other HVAC Systems & Equipment	
	D40 Fire Protection	D4010 Sprinklers
		D4020 Standpipes
		D4030 Fire Protection Specialties
		D4090 Other Fire Protection Systems
	D50 Electrical	D5010 Electrical Service & Distribution
		D5020 Lighting and Branch Wiring
D5030 Communications & Security		
D5090 Other Electrical Systems		

E EQUIPMENT & FURNISHINGS	E10 Equipment	E1010 Commercial Equipment
		E1020 Institutional Equipment
		E1030 Vehicular Equipment
		E1090 Other Equipment
	E20 Furnishings	E2010 Fixed Furnishings
		E2020 Movable Furnishings
F SPECIAL CONSTRUCTION & DEMOLITION	F10 Special Construction	F1010 Special Structures
		F1020 Integrated Construction
		F1030 Special Construction Systems
		F1040 Special Facilities
		F1050 Special Controls and Instrumentation
	F20 Selective Building Demolition	F2010 Building Elements Demolition
		F2020 Hazardous Components Abatement
G BUILDING SITEWORK	G10 Site Preparation	G1010 Site Clearing
		G1020 Site Demolition and Relocations
		G1030 Site Earthwork
		G1040 Hazardous Waste Remediation
	G20 Site Improvements	G2010 Roadways
		G2020 Parking Lots
		G2030 Pedestrian Paving
		G2040 Site Development
		G2050 Landscaping
	G30 Site Mechanical Utilities	G3010 Water Supply
		G3020 Sanitary Sewer
		G3030 Storm Sewer
		G3040 Heating Distribution
	G3050 Cooling Distribution	
	G3060 Fuel Distribution	
	G3090 Other Site Mechanical Utilities	
	G40 Site Electrical Utilities	G4010 Electrical Distribution
	G4020 Site Lighting	
	G4030 Site Communications & Security	
	G4090 Other Site Electrical Utilities	
	G90 Other Site Construction	G9010 Service and Pedestrian Tunnels
		G9090 Other Site Systems & Equipment
Key:		
Priority: 1 Critical/Immediate Need		
Priority: 2 Potentially Critical - 12 Months		
Priority: 3 Necessary - 2-5 Years		
Priority: 4 Recommended - 3-10 Years		
Priority: 5 Does Not Meet Current Code and/or Guidelines (grandfathered)		

Building Excellent Schools Today (BEST) FY2015-16 Participating Districts



Note: For CSI Schools, BOCES and the Colorado School for the Deaf & Blind, the district is highlighted where the school geographically resides.

Applicant:		Board Member:		
Project Name:				
Grant Application Statutory Need				
Pursuant to 22-43.7-109(5) C.R.S., the board shall prioritize applications that describe public school facility capital construction projects deemed eligible for financial assistance based on the following criteria, in descending order of importance:				
Priority 1	This application addresses safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security.			
Priority 2	This application will relieve overcrowding in public school facilities, including but not limited to allowing students to move from temporary instructional facilities into permanent facilities.			
Priority 3	This application is to incorporate technology into the educational environment.			
Priority 4	This application is for other types of capital improvements not addressed in priorities 1-3.			
Division Comments: After review of the application, the division would consider this project a priority ____.				
After Review of the Application, the Evaluator would Consider this Application a Priority:				
<i>(Optional Evaluator Comments & Notes)</i>				
Grant Application Scoring Key				
Strongly Disagree 1-2	Somewhat Disagree 3-4	Neutral 5-6	Somewhat Agree 7-8	Strongly Agree 9-10
<i>Review each section below and provide a score for each question based on your review of the application.</i>				
Conditions of the Entire Public School Facility				
Division Comments:				
Evaluator Review of Conditions of the Entire Public School Facility			Score 1-10 for Each	
The FCI and CFI support the scope of the proposed project.				
The facility assessment supports the scope of the project.				
The due diligence performed by the applicant supports the scope of the project.				
Total out of 30:				
<i>(Optional Evaluator Comments & Notes)</i>				
Financial Capacity				
Division Comments:				
Evaluator Review of Financial Capacity			Score 1-10 for Each	
The amount of matching funds provided by the applicant is appropriate.				
The applicant has made efforts to collaborate with outside partners to provide resources for the project.				
The applicant is contributing a suitable amount towards the capital needs of their facilities.				
Total out of 30:				
<i>(Optional Evaluator Comments & Notes)</i>				

Project Proposal

Division Comments:

Evaluator Review of Project Proposal

Score 1-10 for Each

The deficiencies presented by the applicant are compelling and clearly noted within the application.

The solution presented by the applicant resolves all deficiencies noted within the application.

The scope of work proposed in the solution appears to be reasonable and well planned.

The project is urgent in nature.

Total out of 40:

(Optional Evaluator Comments & Notes)

Other Application Considerations

Division Comments:

Evaluator Review of Other Application Considerations

Score 1-10 for Each

The project complies with the BEST Construction Guidelines.

The cost, cost per SF, and/or cost per pupil seem appropriate and supportable.

The SF of the project and/or SF per pupil seem reasonable and supportable.

The applicant is willing to pursue a fair, competitive, and transparent selection process for contractors and consultants.

Total out of 40:

(Optional Evaluator Comments & Notes)

Grand Total of All Scores:

Evaluator Recommendation to Shortlist this Application *(Check One)*

Recommended to Shortlist

Not Recommended to Shortlist

If the Application is Not Recommended to the Shortlist, Please Provide the Evaluator's Justification

Evaluator Notes Section for Information Only

Board Member: _____

The BEST grant is a matching grant. Each applicant is assigned a unique minimum matching requirement, based on the factors outlined in statute, to identify financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines the minimum match is not reflective of their current financial capacity.

Please review the applicant’s waiver application responses. Answer the questions below by marking each response with a yes or no. Be sure to look at the specifics when reviewing each question and evaluate the applicant’s explanation to the issues and impacts that make it impossible for the applicant to make its full matching contribution.

- Yes - The response demonstrated a high need for a reduction in the match contribution
- No - The response did not demonstrate sufficient need for a reduction in the applicant’s match requirement
- N/A - The applicant did not provide a response for the question in their waiver application

Grant Applicant Name _____ Project Name _____

Waiver application questions

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

3. What efforts has the applicant made to coordinate the project with local governmental entities, community based organizations, or other available grants or organizations to more efficiently or effectively leverage the applicant’s ability to contribute financial assistance to the project?

Does this response support a reduction in the applicant’s match contribution? YES or NO

4. Justification for per pupil assessed valuation not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

5. Justification for the district’s median household income not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

6. Justification for percentage of pupils eligible for free or reduced cost lunch not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

7. Justification for bond election failures and successes in the last 10 years not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? **YES** **NO** **N/A**

8. Justification for bond mill levy not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? **YES** **NO** **N/A**

9. Justification for the school district's current available bond capacity remaining not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? **YES** **NO** **N/A**

10. Justification for the school district's unreserved fund balance not being representative of their financial capacity.

Does this response support a reduction in the applicant’s match contribution? **YES** **NO** **N/A**

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Does this response support a reduction in the applicant’s match contribution? **YES** **NO** **N/A**

Additional Board Member Comments

Overall support based on the total number of *yes* responses versus *no* responses. **YES** **or** **NO**

In the event of a tie, Robert’s Rules will apply and a “no” will be assigned.

Board Member: _____

The BEST grant is a matching grant. Each applicant is assigned a unique minimum matching requirement, based on the factors outlined in statute, to identify financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines the minimum match is not reflective of their current financial capacity.

Please review the applicant’s waiver application responses. Answer the questions below by marking each response with a yes or no. Be sure to look at the specifics when reviewing each question and evaluate the applicant’s explanation to the issues and impacts that make it impossible for the applicant to make its full matching contribution.

- Yes - The response demonstrated a high need for a reduction in the match contribution
- No - The response did not demonstrate sufficient need for a reduction in the applicant’s match requirement
- N/A - The applicant did not provide a response for the question in their waiver application

Grant Applicant Name _____ Project Name _____

Waiver application questions

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school or BOCES.

Does this response support a reduction in the applicant’s match contribution? YES or NO

3. What efforts has the applicant made to coordinate the project with local governmental entities, community based organizations, or other available grants or organizations to more efficiently or effectively leverage the applicant’s ability to contribute financial assistance to the project?

Does this response support a reduction in the applicant’s match contribution? YES or NO

4. Justification for weighted average of district matches which comprise the student population.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

5. Justification for the district authorizer having 10% or less bonding capacity remaining.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

6. Justification for the charter school in a district-owned facility.

Does this response support a reduction in the applicant’s match contribution? YES NO N/A

7. Justification for the number of times the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

8. Justification for the number of times the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

9. Justification for the number of times the charter school attempted or attained grant funding through a non-BEST source for capital needs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

10. Justification for the number of times the charter school attempted or obtained funding through CECFA or another type of financing.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

11. Justification for charter school enrollment as a percent of district enrollment.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

12. Justification for free/reduced lunch % in relation to the statewide average charter school free/reduced lunch %.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

13. Justification for percentage of PPR spent on non-M&O facilities costs.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

14. Justification for unreserved fund balance as a percent of budget.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

15. Justification for describing any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Does this response support a reduction in the applicant's match contribution? YES NO N/A

Additional Board Member Comments

Overall support based on the total number of *yes* responses versus *no* responses. YES or NO

In the event of a tie, Robert's Rules will apply and a "no" will be assigned.

Charter School Capital Construction Funding

Each year, the State Education Fund provides an appropriation for Charter School and Institute Charter School Capital Construction. This funding can be used by the Charter School or Institute Charter School to pay for school construction, renovation, financing, or the purchasing or leasing of facilities. The purpose of this funding is to promote a safe and healthy learning environment for all Colorado students. In FY2014-15, \$13.5 million was appropriated, which equates to \$169 per eligible FTE.

Colorado Facility Index (CFI)

CFI is the ratio of condition needs plus suitability needs plus energy audit needs to Current Replacement Value (CRV).

Condition Budget

Condition budgets are the rough order-of-magnitude budgeted costs to make partial or full replacement of expired systems, costs for out-of-cycle repair adjustments and costs for condition, suitability and sufficiency deficiencies. Because project costs typically include budget elements in addition to condition repair costs of a current facility, i.e., modernization upgrade items, area sufficiency items, etc., the total order-of-magnitude condition repair costs can exceed the current replacement value (CRV).

Condition Score*

Condition Score is a factor used in the calculation of School Score. The Condition Score is developed from scoring of those criteria questions addressing facility condition referenced in SchoolHouse from the CDE Construction Guidelines. Each criteria question is set up in the database Administration with specific possible points 0-5.

Current Replacement Value (CRV)

Current Replacement Value (CRV) represents the hypothetical total cost of rebuilding or replacing an existing facility in current dollars to its optimal condition (excluding auxiliary facilities) under current codes and construction standards.

Energy Budget

The energy budget represents recommended costs to improve the energy efficiency of the school.

Energy Score*

Energy Score is a factor that may be used in the calculation of School Score. The Energy Score is developed from scoring of those criteria questions addressing facility energy issues referenced in SchoolHouse from the CDE Construction Guidelines. Each criteria question is set up in the database Administration with specific possible points 0-5.

Facility Condition Index (FCI)

FCI is an industry-standard measurement of a facility's condition that is the ratio of the cost to correct a facility's deficiencies to the Current Replacement Value of the facilities. The higher the FCI, the poorer the condition the facility is in. After an FCI is established for all buildings within a portfolio, a building's condition can be ranked relative to other buildings. The FCI may also represent the condition of a portfolio based on the cumulative FCIs of the portfolio's facilities.

Five Year Change in Buildings to Current Revenues

This measure associates the five year change in investment in buildings from fiscal year 2009-10 to fiscal year 2013-14 with governmental revenues from fiscal year 2013-14. This is a measure of more recent investments in buildings relative to an applicant's current ability to spend and make investments. A higher percentage indicates a greater investment in buildings over the last five years relative to revenues and then compared to other applicants. A lower percentage indicates less investment in buildings over the last five years relative to revenues and then compared to other applicants. A negative percentage results from building disposals exceeding any additions to buildings during the five year period. Range of applicant pool: -15.53% to 237.66% Average: 28.90%

Governmental Revenues to Buildings + Construction in Progress (CIP)

This is a measure of the cumulative investment in buildings in relation to current ability to spend and make investments. A lower percentage indicates less cumulative investment relative to current revenues which may indicate increased need compared to other applicants. A higher percentage indicates greater cumulative investment relative to current revenues and may indicate less overall need for investment in buildings relative to other applicants. A score of 200%, for example, indicates a cumulative investment in buildings & CIP which is equal to two years of governmental fund revenues. Range of applicant pool: 22.07% to 419.00% Average: 182.12% N/A= no investment in buildings

Historical Adverse Effect

The Division is required to consult with History Colorado on any public school facility requesting State funds for capital improvement projects in facilities that are 50 years or older. As part of the consultation process, History Colorado will make a determination of effect on the proposed scope of the project. If History Colorado determines the proposed scope of work will significantly alter the historical significance of the facility they will assert the proposed project has an "adverse effect".

Long-Term Debt Associated with Capital Assets to Total Long-Term Debt

This measure indicates the extent to which the proceeds of long-term debt were used for investment in capital assets. A higher percentage indicates that past borrowings were more highly associated with investment in capital assets. Capital assets are long-term assets that return value over time therefore a higher percentage is generally viewed as more favorable. A lower percentage may indicate that debt proceeds were used to fund operations rather than investment. An applicant may also have unspent debt proceeds which are not reflected in this measure. Range of applicant pool: 0.00% to 103.59% Average: 85.46% N/A = no long-term debt

Gross square feet (GSF)

The size of the enclosed floor space of a building in square feet, measured to the outside face of the enclosing wall.

Match / Waiver

Meets: The applicant is meeting their minimum required match.
 Statutory: The applicant will be maximizing their bonding capacity.
 Waiver Requested: The applicant is providing less than their minimum required match.

Previous BEST Grants

The number of BEST grants the applicant has been previously been awarded.

Prioritization Criteria:**Health & Safety**

Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security.

Overcrowding

Projects that will relieve overcrowding in public school facilities, including but not limited to projects that will allow students to move from temporary instructional facilities into permanent facilities.

Technology

Projects that are designed to incorporate technology into the educational environment.

Other

All other projects not relating to health & safety, overcrowding and technology.

Remaining Service Life Index (RSLI)

RSLI is defined as a percentage ratio of the remaining service life of a renewable system to its system life, expressed as a percent.

School Score*

The School Score is calculated as the combined scores of the Criteria Groups of facility Condition, educational Suitability and Energy criteria referenced in SchoolHouse from the CDE Construction Guidelines. Each Group is set up in the database Administration with weighting factors that modify the calculated score for each group as follows:

$[Condition\ Score \times Weight] + [Suitability\ Score \times Weight] + [Energy\ Score \times Weight] = School\ Score$

Current weighting is set as follows: Condition = 60%, Suitability = 40%, Energy = 0%

See Condition, Suitability and Energy Score.

Suitability Budget

The suitability budget represents modernization costs to upgrade the school to meet current educational and safety standards.

Suitability Score*

The Suitability Score is developed from scoring of those criteria questions addressing facility suitability referenced in SchoolHouse from the CDE Construction Guidelines, or from best practices generally referenced from Council of Educational Facility Planners International (CEFPI). Each criteria question is set up in the database Administration with specific possible points 0-5.

Uniformat

A standard for classifying building specifications, cost estimating, and cost analysis in the U.S. and Canada. The elements are major components common to most buildings. The system can be used to provide consistency in the economic evaluation of building projects. It was developed through an industry and government consensus and has been widely accepted as an ASTM standard.

***Points are rated accordingly: 5 = Very Good, 4 = Good, 3 = Average, 2 = Poor, 1 = Very Poor**

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2015-16 APPLICATION SUMMARIES

APPLICATIONS SORTED BY COUNTY



COLORADO
Department of Education

DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2015

BEST FY2015-16 APPLICATION SUMMARIES

All Applications Sorted by County, then Applicant

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
85	ADAMS	ADAMS COUNTY 14	MS Roof Replacement	\$1,159,600.00	\$1,070,400.00	\$2,230,000.00	\$25
91	ADAMS	BENNETT 29J	HS Security Enclosure	\$84,266.65	\$77,784.60	\$162,051.25	\$62
97	ADAMS	Ricardo Flores Magón Academy	Health-Safety Renovation/ Addition	\$12,191,884.47	\$574,486.70	\$12,766,371.17	\$219
107	ADAMS	SCHOOL DISTRICT 27J	Abatement/ Roof Replacement	\$575,016.20	\$470,467.80	\$1,045,484.00	\$30
110	ADAMS	WESTMINSTER 50	Metz ES Roof Replacement	\$553,923.62	\$339,501.58	\$893,425.20	\$28
114	ALAMOSA	ALAMOSA RE-11J	HS Roof Replacement	\$1,147,707.61	\$424,494.59	\$1,572,202.20	\$13
119	ARAPAHOE	LITTLETON 6	ES Structural Correction/ System Upgrades	\$2,923,092.70	\$8,769,278.10	\$11,692,370.80	\$232
123	ARAPAHOE	Lotus School for Excellence	Health/ Safety Upgrades	\$2,406,433.23	\$639,684.78	\$3,046,118.01	\$238
130	BENT	LAS ANIMAS RE-1	MS/HS Health Upgrades	\$1,603,896.06	\$452,380.94	\$2,056,277.00	\$67
138	CONEJOS	NORTH CONEJOS RE-1J	District Wide Security Upgrade	\$373,200.85	\$305,346.15	\$678,547.00	\$4
146	DENVER	KIPP Sunshine Peak Academy	Health/ Security Upgrades - Addition/ Renovation	\$5,109,338.51	\$5,761,594.49	\$10,870,933.00	\$216
156	DOUGLAS	Platte River Charter Academy	Safety Upgrades	\$14,197.94	\$24,174.86	\$38,372.80	\$1
163	DOUGLAS	SkyView Academy	Roof/ Fire Sprinkler Replacement	\$455,127.05	\$603,307.95	\$1,058,435.00	\$10

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
171	EL PASO	CALHAN RJ-1	Roof Replacement	\$711,541.60	\$582,170.40	\$1,293,712.00	\$17
178	EL PASO	EDISON 54 JT	Jr/Sr HS - Renovation/ Addition	\$14,709,520.87	\$274,202.13	\$14,983,723.00	\$348
189	EL PASO	HARRISON 2	MS Health/ Safety Upgrades	\$1,859,367.50	\$1,859,367.50	\$3,718,735.00	\$41
195	EL PASO	James Irwin Charter Schools	Security Upgrades	\$118,498.13	\$93,105.67	\$211,603.80	\$2
201	EL PASO	The Classical Academy	Health Upgrades/ Security Addition	\$4,310,552.86	\$5,713,988.68	\$10,024,541.54	\$156
209	EL PASO	Thomas MaClaren	Building Purchase/ Renovation	\$11,814,747.05	\$4,369,837.95	\$16,184,585.00	\$156
216	ELBERT	ELIZABETH C-1	ES Roof replacement	\$335,653.65	\$410,243.35	\$745,897.00	\$14
221	ELBERT	ELIZABETH C-1	HS Roof replacement	\$1,221,073.76	\$385,602.24	\$1,606,676.00	\$16
230	GARFIELD	GARFIELD 16	Hazardous Material Abatement at 2 ESS	\$589,341.98	\$1,515,450.80	\$2,104,792.78	\$33
236	GARFIELD	GARFIELD 16	Roof Replacements at 2 ESS	\$593,017.00	\$1,524,900.86	\$2,117,917.86	\$31
241	GARFIELD	GARFIELD 16	Security Vestibules at 2 ESS	\$168,362.92	\$432,933.21	\$601,296.13	\$273
248	GARFIELD	ROARING FORK RE-1	ES Renovation and Addition	\$9,103,056.96	\$18,481,964.14	\$27,585,021.10	\$336
262	GILPIN	GILPIN COUNTY RE-1	PK-12 Safety Upgrades	\$30,736.64	\$108,975.36	\$139,712.00	\$1
269	GRAND	WEST GRAND 1-JT	HS Safety Upgrades	\$92,027.65	\$75,295.35	\$167,323.00	\$2

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
277	JEFFERSON	Mountain Phoenix Community School	ES/MS - Safety & Security Upgrades	\$264,253.74	\$297,988.26	\$562,242.00	\$14
284	JEFFERSON	Rocky Mountain Academy of Evergreen	ES/ MS Safety - Security Addition	\$4,459,369.34	\$5,675,560.98	\$10,134,930.32	\$227
295	KIT CARSON	BURLINGTON RE-6J	MS Roof Replacement	\$764,323.27	\$250,040.73	\$1,014,364.00	\$18
302	LA PLATA	Animas High School	New HS	\$9,992,102.25	\$3,330,700.75	\$13,322,803.00	\$342
316	LA PLATA	DURANGO 9-R	ES Fire Suppression Emergency Generators	\$62,498.31	\$235,112.69	\$297,611.00	\$2
322	LA PLATA	DURANGO 9-R	ES Roof Replacement	\$27,174.00	\$102,226.00	\$129,400.00	\$9
326	LAKE	LAKE COUNTY R-1	MS Gym Floor Abatement	\$446,352.60	\$297,568.40	\$743,921.00	\$30
336	LARIMER	THOMPSON R-2J	HS Partial Roof Replacement	\$173,696.86	\$469,624.85	\$643,321.71	\$19
340	LAS ANIMAS	KIM REORGANIZED 88	Kim Supplemental Grant	\$3,182,299.00	\$0.00	\$3,182,299.00	\$100
347	LINCOLN	LIMON RE-4J	Supplemental K-12 Locker Room Renovation	\$861,928.28	\$22,100.73	\$884,029.00	\$295
353	MESA	DEBEQUE 49JT	ES & HS Addition to become a PK-12	\$5,353,496.48	\$11,376,180.02	\$16,729,676.50	\$204
366	MESA	PLATEAU VALLEY 50	K-12 RTU Replacement	\$316,348.78	\$316,348.78	\$632,697.55	\$18
372	MONTROSE	MONTROSE COUNTY RE-1J	HS Shop Electrical Upgrade	\$26,357.50	\$56,009.70	\$82,367.20	\$8
378	OURAY	OURAY R-1	K-12 Renovation	\$4,818,648.87	\$2,830,000.13	\$7,648,649.00	\$179

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
391	PARK	PLATTE CANYON 1	MS Partial Roof Replacement	\$203,585.69	\$248,826.95	\$452,412.64	\$16
395	PUEBLO	Swallows Charter Academy	Phase 2 New Addition	\$8,924,838.45	\$3,645,356.55	\$12,570,195.00	\$325
412	PUEBLO	Swallows Charter Academy	Phase 2/3 New Campus	\$17,969,675.13	\$3,680,535.87	\$21,650,211.00	\$303
435	SAGUACHE	MOFFAT 2	PK-12 Supplemental	\$1,589,408.00	\$0.00	\$1,589,408.00	\$32
451	WELD	Frontier Academy	K-12 Paging System	\$41,927.00	\$35,715.60	\$77,642.60	\$1

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2015-16 APPLICATION SUMMARIES

CHARTER SCHOOL APPLICATIONS SORTED BY COUNTY



COLORADO
Department of Education

DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2015

BEST FY2015-16 APPLICATION SUMMARIES

List of Charter School Applications Sorted by County

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
97	ADAMS	Ricardo Flores Magón Academy	Health-Safety Renovation/ Addition	\$12,191,884.47	\$574,486.70	\$12,766,371.17	\$219
123	ARAPAHOE	Lotus School for Excellence	Health/ Safety Upgrades	\$2,406,433.23	\$639,684.78	\$3,046,118.01	\$238
146	DENVER	KIPP Sunshine Peak Academy	Health/ Security Upgrades - Addition/ Renovation	\$5,109,338.51	\$5,761,594.49	\$10,870,933.00	\$216
156	DOUGLAS	Platte River Charter Academy	Safety Upgrades	\$14,197.94	\$24,174.86	\$38,372.80	\$1
163	DOUGLAS	SkyView Academy	Roof/ Fire Sprinkler Replacement	\$455,127.05	\$603,307.95	\$1,058,435.00	\$10
195	EL PASO	James Irwin Charter Schools	Security Upgrades	\$118,498.13	\$93,105.67	\$211,603.80	\$2
201	EL PASO	The Classical Academy	Health Upgrades/ Security Addition	\$4,310,552.86	\$5,713,988.68	\$10,024,541.54	\$156
209	EL PASO	Thomas MaClaren	Building Purchase/ Renovation	\$11,814,747.05	\$4,369,837.95	\$16,184,585.00	\$156
277	JEFFERSON	Mountain Phoenix Community School	ES/MS - Safety & Security Upgrades	\$264,253.74	\$297,988.26	\$562,242.00	\$14
284	JEFFERSON	Rocky Mountain Academy of Evergreen	ES/ MS Safety - Security Addition	\$4,459,369.34	\$5,675,560.98	\$10,134,930.32	\$227
302	LA PLATA	Animas High School	New HS	\$9,992,102.25	\$3,330,700.75	\$13,322,803.00	\$342
395	PUEBLO	Swallows Charter Academy	Phase 2 New Addition	\$8,924,838.45	\$3,645,356.55	\$12,570,195.00	\$325
412	PUEBLO	Swallows Charter Academy	Phase 2/3 New Campus	\$17,969,675.13	\$3,680,535.87	\$21,650,211.00	\$303

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
451	WELD	Frontier Academy	K-12 Paging System	\$41,927.00	\$35,715.60	\$77,642.60	\$1

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2015-16 APPLICATION SUMMARIES

LIST OF APPLICATIONS WITH MATCHING FUNDS FROM A PROPOSED 2015 BOND ELECTION



COLORADO
Department of Education

DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

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BEST FY2015-16 APPLICATION SUMMARIES

List of Applications with Matching Funds from a Proposed 2015 Bond Election

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
107	ADAMS	SCHOOL DISTRICT 27J	Abatement/ Roof Replacement	\$575,016.20	\$470,467.80	\$1,045,484.00	\$30
248	GARFIELD	ROARING FORK RE-1	ES Renovation and Addition	\$9,103,056.96	\$18,481,964.14	\$27,585,021.10	\$336
353	MESA	DEBEQUE 49JT	ES & HS Addition to become a PK-12	\$5,353,496.48	\$11,376,180.02	\$16,729,676.50	\$204

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2015-16 APPLICATION SUMMARIES

LIST OF APPLICATIONS WITH A WAIVER REQUEST



COLORADO
Department of Education

DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

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BEST FY2015-16 APPLICATION SUMMARIES

List of Applications with a Waiver Request

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	Cost Per Sq Ft
97	ADAMS	Ricardo Flores Magón Academy	Health-Safety Renovation/ Addition	\$12,191,884.47	\$574,486.70	\$12,766,371.17	\$219
130	BENT	LAS ANIMAS RE-1	MS/HS Health Upgrades	\$1,603,896.06	\$452,380.94	\$2,056,277.00	\$67
178	EL PASO	EDISON 54 JT	Jr/Sr HS - Renovation/ Addition	\$14,709,520.87	\$274,202.13	\$14,983,723.00	\$348
221	ELBERT	ELIZABETH C-1	HS Roof replacement	\$1,221,073.76	\$385,602.24	\$1,606,676.00	\$16
269	GRAND	WEST GRAND 1-JT	HS Safety Upgrades	\$92,027.65	\$75,295.35	\$167,323.00	\$2
295	KIT CARSON	BURLINGTON RE-6J	MS Roof Replacement	\$764,323.27	\$250,040.73	\$1,014,364.00	\$18
326	LAKE	LAKE COUNTY R-1	MS Gym Floor Abatement	\$446,352.60	\$297,568.40	\$743,921.00	\$30
340	LAS ANIMAS	KIM REORGANIZED 88	Kim Supplemental Grant	\$3,182,299.00	\$0.00	\$3,182,299.00	\$100
347	LINCOLN	LIMON RE-4J	Supplemental K-12 Locker Room Renovation	\$861,928.28	\$22,100.73	\$884,029.00	\$295
366	MESA	PLATEAU VALLEY 50	K-12 RTU Replacement	\$316,348.78	\$316,348.78	\$632,697.55	\$18
378	OURAY	OURAY R-1	K-12 Renovation	\$4,818,648.87	\$2,830,000.13	\$7,648,649.00	\$179
412	PUEBLO	Swallows Charter Academy	Phase 2/3 New Campus	\$17,969,675.13	\$3,680,535.87	\$21,650,211.00	\$303
435	SAGUACHE	MOFFAT 2	PK-12 Supplemental	\$1,589,408.00	\$0.00	\$1,589,408.00	\$32

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2015-16 APPLICATION SUMMARIES

BEST GRANT APPLICATION REVIEW ORDER
SORTED ALPHABETICALLY BY COUNTY, THEN BY APPLICANT



COLORADO
Department of Education

DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2015

BEST FY2015-16 APPLICATION SUMMARIES

BEST Grant Application Review Order – Sorted Alphabetically by County, then by Applicant

Page #	County	Applicant Name	Project Title
85	ADAMS	ADAMS COUNTY 14	MS Roof Replacement
91	ADAMS	BENNETT 29J	HS Security Enclosure
97	ADAMS	Ricardo Flores Magón Academy	Health-Safety Renovation/ Addition
107	ADAMS	SCHOOL DISTRICT 27J	Abatement/ Roof Replacement
110	ADAMS	WESTMINSTER 50	Metz ES Roof Replacement
114	ALAMOSA	ALAMOSA RE-11J	HS Roof Replacement
119	ARAPAHOE	LITTLETON 6	ES Structural Correction/ System Upgrades
123	ARAPAHOE	Lotus School for Excellence	Health/ Safety Upgrades
130	BENT	LAS ANIMAS RE-1	MS/HS Health Upgrades
138	CONEJOS	NORTH CONEJOS RE-1J	District Wide Security Upgrade
146	DENVER	KIPP Sunshine Peak Academy	Health/ Security Upgrades - Addition/ Renovation
156	DOUGLAS	Platte River Charter Academy	Safety Upgrades
163	DOUGLAS	SkyView Academy	Roof/ Fire Sprinkler Replacement
171	EL PASO	CALHAN RJ-1	Roof Replacement
178	EL PASO	EDISON 54 JT	Jr/Sr HS - Renovation/ Addition
189	EL PASO	HARRISON 2	MS Health/ Safety Upgrades
195	EL PASO	James Irwin Charter Schools	Security Upgrades
201	EL PASO	The Classical Academy	Health Upgrades/ Security Addition
209	EL PASO	Thomas MacLaren	Building Purchase/ Renovation
216	ELBERT	ELIZABETH C-1	ES Roof replacement
221	ELBERT	ELIZABETH C-1	HS Roof replacement
230	GARFIELD	GARFIELD 16	Hazardous Material Abatement at 2 ESS
236	GARFIELD	GARFIELD 16	Roof Replacements at 2 ESS
241	GARFIELD	GARFIELD 16	Security Vestibules at 2 ESS
248	GARFIELD	ROARING FORK RE-1	ES Renovation and Addition
262	GILPIN	GILPIN COUNTY RE-1	PK-12 Safety Upgrades
269	GRAND	WEST GRAND 1-JT	HS Safety Upgrades

Page #	County	Applicant Name	Project Title
277	JEFFERSON	Mountain Phoenix Community School	ES/MS - Safety & Security Upgrades
284	JEFFERSON	Rocky Mountain Academy of Evergreen	ES/ MS Safety - Security Addition
295	KIT CARSON	BURLINGTON RE-6J	MS Roof Replacement
302	LA PLATA	Animas High School	New HS
316	LA PLATA	DURANGO 9-R	ES Fire Suppression Emergency Generators
322	LA PLATA	DURANGO 9-R	ES Roof Replacement
326	LAKE	LAKE COUNTY R-1	MS Gym Floor Abatement
336	LARIMER	THOMPSON R-2J	HS Partial Roof Replacement
340	LAS ANIMAS	KIM REORGANIZED 88	Kim Supplemental Grant
347	LINCOLN	LIMON RE-4J	Supplemental K-12 Locker Room Renovation
353	MESA	DEBEQUE 49JT	ES & HS Addition to become a PK-12
366	MESA	PLATEAU VALLEY 50	K-12 RTU Replacement
372	MONTROSE	MONTROSE COUNTY RE-1J	HS Shop Electrical Upgrade
378	OURAY	OURAY R-1	K-12 Renovation
391	PARK	PLATTE CANYON 1	MS Partial Roof Replacement
395	PUEBLO	Swallows Charter Academy	Phase 2 New Addition
412	PUEBLO	Swallows Charter Academy	Phase 2/3 New Campus
435	SAGUACHE	MOFFAT 2	PK-12 Supplemental
451	WELD	Frontier Academy	K-12 Paging System

• Facilities Impacted by this Grant Application •

Adams County 14 - MS Roof Replacement - Kearney MS - 1953

School Name: Kearney MS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	119,101
Replacement Value:	\$35,561,895
Condition Budget:	\$15,501,535
Total FCI:	43.59%
Energy Budget:	\$0
Suitability Budget:	\$8,714,900
Total RSLI:	20%
Total CFI:	68.1%
Condition Score: (60%)	3.20
Energy Score: (0%)	2.81
Suitability Score: (40%)	3.74
School Score:	3.42



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS COUNTY 14

County: ADAMS

Project Title: MS Roof Replacement

Previous BEST Grant(s) Funded: 3

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | n/a |

General Information About the District / School, and Information About the Affected Facilities:

Adams County School District 14 (Adams 14) is Colorado’s 26th largest school district, serving more than 7,500 students annually. Nearly 83 percent of students are children of color, and nearly 73 percent of students qualify for free and reduced lunch. Nestled in the historic community of Commerce City, we are a District that is genuinely committed to education, history, culture, traditions and beliefs, and is dedicated to creating and sustaining lasting family, community and business partnerships that support our most precious resource – our students.

Under Superintendent Sánchez’s leadership, the District is embracing equity to ensure that diversity amongst students, staff and the entire community is celebrated as strengths in the organization. Adams 14, with the assistance of Glenn Singleton – a renowned racial equity consultant – is focusing on enlightened work outlined in his book, *Courageous Conversations about Race*.

Today, there are undeniable, national academic disparities and a pattern of predictability, relative to achievement between students of color and their White and Asian peers. Adams 14 is boldly addressing these disparities that are preventing racial educational equity. Adams 14 is pioneering the educational landscape in pursuit of more equitable access to high quality education for all students. Superintendent Sánchez is committed to this work, to ensure that race is no longer a predictor of academic success.

Superintendent Sánchez’s notable leadership in Adams 14 has created a much-needed reform initiative to ensure all students in Adams 14 have access to culturally-responsive learning environments, and are engaged through powerful instructional strategies that facilitate seamless English-language acquisition. Adams 14’s culture is based on high expectations for all students and employees, combined with one that supports both academic and social growth for all students.

The District realizes the importance of having school leaders who inspire excellence from both our students and staff. We are working to ensure that all of our children experience excellent teachers, and rigorous and engaging instruction. The District also understands that our classrooms must also reflect the world-class learning environments found across our country, which are preparing students for an extremely competitive, global workforce.

Adams 14 students deserve access to world-class opportunities. If you have stepped foot in many of our school buildings, you know first-hand the infrastructure limitations we are up against in providing our students with 21st Century learning environments. Much has changed since our schools were constructed nearly 70 years ago. Yesterday’s classrooms across our country have been transformed into learning lab environments, where information is not simply learned, but experienced. Today’s students are creating robots, searching for cures to diseases, stimulating space travel – and through access to 21st-Century work spaces – are preparing for the highly competitive job market they will soon enter as adults.

Kearney Middle School (KMS), one of Adams 14’s two middle schools, was built in 1953. Today, KMS serves 781 students – 87.13 percent of which are students of color. For 60.45 percent of students, English is not their primary language. There is a 13.10 percent mobility rate at KMS, and 67.07 percent of students are eligible for free and reduced lunch.

Deficiencies Associated with this Project:

Kearney Middle School’s (KMS) roof, which has exceeded its life expectancy, continues to provide ongoing, and ever-

BEST FY2015-16 GRANT APPLICATION SUMMARIES

increasing safety concerns for Adams 14.

Due to the excessive costs associated with an entire roof replacement, Adams 14 has done its best to maintain the roof, and protect the safety of the students and staff within the building. Ponding water has been an ongoing issue for KMS – which poses the risk for crushing the school’s insulation to the point where it becomes a useless thermal barrier.

Roof sections 1-8 have multiple, old roof systems that have been placed, one on top of the other. Sections 1-8 also have leaking, flashing penetrations, and coping caps – allowing water to enter the building and seriously disrupt the learning environment. There is constant, District-wide anxiety around wet ceiling tiles falling and causing serious injury to a student. Membrane splits are usually caused by building movement, ridges, and expansion and contraction. Such movement can be caused by lack of attachment of one or more of the component parts of the roof system, or where the building itself generates movement. Weak or inflexible membranes reach a point where they cannot accommodate further movement. At this time, the KMS roof splits are open. The open split allows water to enter the roofing system, saturating the insulation, and causing leaks within the building. If allowed to persist, the area of damage will expand, excessively.

There has been damage to vital equipment when new leaks appear and staff is not present to report the damage. Once the damage is identified, KMS staff will remove the equipment and replace it with a bucket or trash can to collect water from the leak. This is an obtrusive and disruptive option for teachers at KMS, one which creates distractions from classroom instruction.

With each day, the roof at KMS assumes increased moisture damage, which infiltrates the school structure – thus creating unavoidable, future mold and air quality issues.

Adams 14 has been forced to stretch the life of every dollar and resource, but doesn’t want to take a chance with the health and well-being of its students. The District fully concurs with CDE’s recommendation to replace the roofing system.

As you may know, the District had two tax measures on last November’s ballot to benefit Adams 14 schools – 3E and 3F – which did not pass. It was certainly disappointing that we did not experience a unanimous commitment to this investment on behalf of our children and their futures. If passed, a part of Adams 14’s plan was the development of a Science, Technology, Engineering, Arts and Mathematics middle school, which would combine the students who currently attend KMS and the District’s other middle school, Adams City Middle School. Then, the District planned to utilize both middle school buildings as 4th and 5th Grade Academy Schools, which would introduce our younger students to curriculum and unique class offerings and experiences similar to those found in a traditional middle school setting. The District’s plan, regardless of passing a potential, future bond, is to maintain this historic building in our District to prepare our students for powerful futures.

Proposed Solution to Address the Deficiencies Stated Above:

The current KMS roof will need to be removed down to the decking, due to multiple roofs (in some sections 3 roofs one over another) in place. The new roofing will be installed with R24 polyunsaturated rigid insulation. The proposed, new roof system will be a three-ply, built-up roof system, utilizing sustainable products. The roof will have a flood and gravel surfacing to reduce UV exposure, as-well as increase the roof’s hail resistance.

The roof membrane performance attributes that are recommended by the National Roofing Contractors Association (NRCA) and the National Bureau of Standards (NBS) - Building Science Series #55 titled; "Performance Criteria for Bituminous Membrane Roofing" are as follows:

Tensile Strength
Pliability
Thermal Expansion Characteristics
Moisture Expansion
Flexural Strength
Wind Up-Lift Resistance
Tensile Fatigue Strength
Abrasion Resistance
Flexural Fatigue Strength
Weather Resistance
Shear Strength
Low Temp. Flexibility
Impact Resistance
Tear Resistance
Notch Tensile Strength

A modified, multi-layer built-up roof system provides all of the above qualities, combined with low maintenance costs over the decades to come.

How Urgent is this Project?

Unfortunately, failure has already occurred.

There is tangible evidence (wet and collapsed insulation) that speaks to the urgency of the replacement of the KMS roofing system. As noted above, the roof has already served years beyond its service life – and the ongoing “quick fixes” are not

BEST FY2015-16 GRANT APPLICATION SUMMARIES

sustainable strategies to protect the District's most valued resource – its students.

The core analysis revealed a high level of moisture intrusion into the roof system and insulation. Due to the complete failure of the membrane, the insulation has become alarmingly unstable, putting additional stress on the roof system, which is leading to a high probability of collapse, a loss of the original investment in thermal resistance, as well as a risk of mold spore development.

Furthermore, prolonged moisture exposure to the structural substrate can cause severe corrosion, which will impact the structural integrity of the building, and if severe enough, may cause structural failure.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Art. 4.1.1 The Kearney Middle School structure has several deficiencies applicable to the health, safety and environmental codes and standards as required by state and federal law. Significant/regular water intrusion, maintenance of structural integrity and ability to maintain high Indoor Air Quality are all significant areas of concern.

4.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. Public school facility accessibility.

4.1.1 Sound building structures. Each building should be constructed and maintained with sound structural foundation, floor, wall and roof systems.

4.1.1.1 - All building structures shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 and ANSI S12.60, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools.

4.1.2 Roofs. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. All roofs shall be installed by a qualified contractor who is approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof. The National Roofing Contractors Association divides roofing into two generic classifications: low-slope roofing and steep-slope roofing. Low-slope roofing includes water impermeable, or weatherproof types of roof membranes installed on slopes of less than or equal to 3:12 Adopted 12/05/2014 3

(fourteen degrees). Steep slope roofing includes water-shedding types of roof coverings installed on slopes exceeding 3:12 (fourteen degrees).

4.1.2.1 - Low slope roofing systems:

4.1.2.1.1- Built-up – minimum 4 ply, type IV fiberglass felt, asphalt BUR system. Gravel or cap sheet surfacing required.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Adams 14 is committed to the allocation of funds for support of the District's roofing replacement cycle. The Board of Education and District administration recognize that keeping school roofs safe and free from water damage is mandatory. They understand that a leaky roof is not just a structural issue, it's an issue that affects classrooms as well as students' ability to learn uninterrupted. Accordingly, Adams 14 has budgeted \$370,000 in FY14-15 for the District's roofing replacement program. Another \$30,000 has been allocated for emergency roof repair.

BEST funding would support the enhancement of Adams 14's current programs, and serve as the catalyst to accelerate its replacement cycle. Adams 14 has also analyzed its Districtwide roof plan, and cross-referenced roof conditions and ages against the facility master plan. Adams 14 has diligently prepared to ensure that not a single dime of BEST funds and tax dollars would be wasted – as the District has not requested funding for roofing at the school slated for future replacement.

In order to maintain the roof the District will perform biannual inspections to remove debris and clean drains in the spring and fall of every year.

Inspecting and Repairing Perimeter Details

The roof's perimeter takes much of the stress related to repetitive expansion and contraction cycles. As metal components such as edge details shift, the surrounding roof area can crack or split. Discovered early, such problems can be repaired before water penetration damages insulation and your building's interior. Replacing damaged Flashings according to the National Roofing Contractors Association (NRCA), flashings account for most roof leaks, and approximately 80 percent of such leaks could be prevented by appropriate, timely repairs. Regular inspections, with interim replacements or repairs as

BEST FY2015-16 GRANT APPLICATION SUMMARIES

indicated, will ensure that areas where dissimilar materials adjoin, will remain intact and impervious to water penetration.

Examining and Repairing Seams

Single-ply roofs are particularly vulnerable at their seams and patches, due to the stress of repeated expansion and contraction cycles. Early detection of problems such as open laps and seams can prevent costly replacement of damaged insulation.

Repairing the Roof Surface

The roof's surface takes a direct hit from UV and weather, as well as the stress of occasional foot traffic. Promptly and diligently fixing problems such as splits and blisters will protect the energy-saving value of insulation and keep buildings dry. Regularly inspecting rooftop equipment and other penetrations areas where vents, plumbing, or other utilities penetrate the roof or exterior wall is an important measure to prevent leakage. HVAC and other rooftop units are frequently the site of water penetration through improper installation or careless maintenance, as units are damaged by worker traffic and mishandled tools.

Maintaining R-Value

Keeping insulation dry is critical to the roof's ability to resist heat transfer, from the outside in, on summer days, and from the inside out, in winter. Verifying that insulation has remained dry is essential to optimizing the roof's thermal transfer performance.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

n/a

Current Grant Request:	\$1,159,600.00	CDE Minimum Match %:	48
Current Applicant Match:	\$1,070,400.00	Actual Match % Provided:	48
Current Project Request:	\$2,230,000.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$170.00
Total Project Costs:	\$2,230,000.00	Escalation %	1.75
Affected Sq Ft:	90,608	Historical Adverse Effect?	No
Affected Pupils:	820	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$25	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$2,720	Who owns the Facility?	District
Sq Ft Per Pupil:	110	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		n/a	

District FTE Count:	6,685	Bonded Debt Approved:	\$78,000,000
Assessed Valuation:	\$612,220,050	Year(s) Bond Approved:	06
PPAV:	\$91,581	Bonded Debt Failed:	\$139,700,000
Unreserved Gen. Fund FY12-13:	\$9,706,070	Year(s) Bond Failed:	13,14
Median Household Income:	\$41,886	Outstanding Bonded Debt:	\$85,342,630

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:	83.28	Total Bond Capacity:	\$122,444,010
Existing Bond Mill Levy:	11.475	Bond Capacity Remaining:	\$37,101,380
Five Year Change in Buildings to Current Revenues %:	-9.73		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	178.72		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	89.28		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Bennett 29J - HS Security Enclosure - Bennet HS - 1975

School Name: Bennett HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	142,780
Replacement Value:	\$44,925,894
Condition Budget:	\$7,836,710
Total FCI:	17.44%
Energy Budget:	\$0
Suitability Budget:	\$6,539,600
Total RSLI:	28%
Total CFI:	32.0%
Condition Score: (60%)	3.64
Energy Score: (0%)	2.92
Suitability Score: (40%)	4.17
School Score:	3.85



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: BENNETT 29J

County: ADAMS

Project Title: HS Security Enclosure

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

The Bennett 29J High School Enclosure Project will address various safety and (ADA) American's with Disability Act compliance issues. The Bennett School District serves as the sole educational facility for the surrounding community. The project will meet an urgent need to provide a safety enclosure at Bennett High School between the main building and the north building that will impact a high student traffic area each class passing period during the school day.

The Bennett School District 29J serves the central portions of Arapahoe and Adams County. The school district is comprised of the Bennett and Watkins communities. The district is comprised of 292 square miles of rolling countryside on the eastern side of Metropolitan Denver.

The mission of Bennett School District 29J is to provide a safe environment for a quality education with high expectations for success, ensuring students obtain the necessary skills to achieve their full potential and to think critically as responsible citizens in a complex, diverse, and ever-changing world. Bennett School District 29J teaches a traditional curriculum. In addition to the standard curriculum, Bennett expands its curriculum to include: art, music, computer technology, physical education, and special education. In addition, the high school also incorporates: agriculture, industrial arts, auto, STEM, dual credit college courses and health related programs into the curriculum.

Bennett High School is located at 615 7th Street in Bennett, Colorado. The school serves a total of 330 students. The ethnic demographic is: White, 68.1%; Hispanic, 25.2%; American Indian or Native Alaskan, 0.9%; Asian, 1.3%; Black, 1.3%; Pacific Islander, 0.9%; and Multi-Racial, 2.2%. The free and reduced lunch rate is 45%. Bennett High School features a differential academic program to meet student needs. The staff at Bennett High School consists of 18 full-time regular teachers, 1 Special Education (SpEd) teacher, 1 English as a Second Language (ESP) teacher and 5 elective teachers. The Bennett High School campus encompasses two buildings. The South main building with all of the administrative offices, library and 30% of the instructional classrooms and the North building with 70% of the instructional classrooms. This project would enclose the area between the 2 buildings. Due to the decrease in school funding over the last several years based on the negative factor formula, financial assistance is necessary.

Deficiencies Associated with this Project:

The Bennett 29J High School Enclosure Project will address various safety and (ADA) American's with Disability Act compliance issues. The Bennett School District serves as the sole educational facility for the surrounding community. The project will meet an urgent need to provide a safety enclosure at Bennett High School between the main building and the north building that will impact a high student traffic area each class passing period during the school day. This creates a significant safety and security issues every school day throughout the year. Bennett High School students currently have classes in two disconnected buildings on our campus requiring them to exit the buildings and pass outside unsecured building to building for 40 feet. School shootings weren't as prominent when these two separate structures were constructed. This

BEST FY2015-16 GRANT APPLICATION SUMMARIES

new enclosure was addressed when Bennett 29J identified it as vulnerable in the 2014 "COOP" continuity of operations plan. Bennett 29J currently does not have a handicap accessible ramp between these two structures. This would assist in making this area ADA compliant.

Many years after the massacre at Columbine, a large number of schools remain relatively unprepared for a large-scale disaster involving children. Despite important advances there continues to be inadequate development of facilities pediatric protocols that could be implemented by the local, State, and Federal agencies charged with emergency preparation and consequence management to reduce the probability of a disaster, such as an active shooter. Under principles of dual functionality, emergency response plans must now take the approach of creating safer school facilities and response plans that integrate intentional and unintentional disasters.

Children differ from adults in many ways that are of great importance in providing safe public school facilities. Children spend as much as 70-80 percent of their waking hours away from their parents in school. Schools, therefore, have a vital role in assuring that children are cared for, with safe and secured educational facilities being provided.

Bennett Schools have initiated some security and safety initiatives in the past years. Some of these include: Buzz-in systems, providing training and arming staff, performing lock-in and lock-out drills with staff, students and local law enforcement.

Proposed Solution to Address the Deficiencies Stated Above:

The current high school campus is in need of a safety enclosure to reduce the vulnerability and impact of an active shooter/intruder on campus incident. The proposed construction project would connect the two existing high school main and north buildings where the majority of the instructional classrooms are located. This project would create a secure corridor for students between the buildings that will be 3,000 maximum square feet. The scope of work for this project was developed through consultation with the following entities: Department of Labor and Employment (CDLE), Division Oil & Public Safety (OPS) Director, DORA Chief Plumbing Inspector, Larson Architects, JVA Engineering, Hudspeth & Associates Inc. and G H Phipps Construction Companies.

The Scope of Work would include:

- Architectural and Engineered Drawings with all necessary specifications and as-built documentation.
- Mobilization
- Site construction trailer with portable restrooms
- Site preparation with lay-down area and construction fencing
- Caisson footing
- Sleeve 6" water line
- Sleeve 8" Sanitary sewer line
- Erection of a steel frame structure supported by steel columns on caissons
- Exterior steel panel roof and siding
- Use existing concrete patio for floor
- Exterior double doors at the east and west ends of the building
- High windows on the south side and trapezoid windows above the double doors
- The roof would cover the stairs / new handicap accessible ramp with railings, exiting the south building
- The south side of the building wood set next to the existing retaining wall
- Electrical for interior and exterior lighting and fire alarm
- Insulate the walls and roof
- Drywall the inside to protect the students from the insulation
- Brick 3' high on the exterior
- Intercom
- Electrical sub-panel
- AC/Heat

How Urgent is this Project?

BEST FY2015-16 GRANT APPLICATION SUMMARIES

The list of active shooter incidents has been dramatically increasing over the last several years, some recent examples are; Columbine High School 1999, Platte Canyon High School 2006, Virginia Tech 2007, Sandy Hook 2012 and Arapahoe High School 2013. From Columbine to Arapahoe, the increase in school shootings has kindled the debate over school safety components. The recent wave of active shooter attacks, illustrates the importance of facility design, procedures, systems, and training designed to mitigate the risks from active shooters. A school security assessment was conducted for Bennett High School to determine the facility's vulnerability to an active shooter attack. The high traffic area between the two buildings received the largest score for vulnerability and the top rating for an area to be addressed for risk mitigation.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Bennett School District's construction plan has been developed to align with the Public Schools Construction. The building structure will be constructed with a steel frame and will be built to local and state codes. The project has the following conformity components that meet the Public School Facility Construction Guidelines:

- 4.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. Public school facility accessibility.
 - 4.1.1 Sound Building Structures
 - 4.1.2 Roofs
 - 4.1.3 Electrical and Distribution Systems
 - 4.1.4 Mechanical Systems
 - 4.1.6 Fire Management
 - 4.1.7 Paths of Egress
 - 4.1.9 Security
- 4.2 Technology, including but not limited to telecommunications and internet connectivity technology and technology for individual student learning and classroom instruction.
 - 4.2.2 Wireless Network Connectivity
 - 4.2.11.1 Wireless

To increase energy efficiency, in 2013, Bennett School District performed a 1.2MM energy retrofit project to reduce energy utilization across the district. This project will align with those energy efficiency goals. The proposed project does not have any non-conformity components.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The stakeholders of Bennett School District 29J have put a lot of thought into how they wanted this safety/security enclosure constructed. A couple of the biggest demands were for energy efficiency and low maintenance costs. To obtain a high level of energy efficiency durable insulation methods and some natural lighting will be utilized. There would be a high efficiency heating/cooling combination unit installed in this enclosure. Connecting the north high school and the south high school buildings should also lower our budgeted utility costs by containing the loss of heated/cooled air that would escape every time the door is opened to either building. To attain low maintenance costs we are considering a metal roof, and a metal/brick combination for the exterior walls. The district is estimating and budgeting \$10,000.00 annually for utilities and another \$5,000.00 per year for maintenance. This should be sufficient to sustain all necessary maintenance. When the school grows and must expand, our first course of action would be to obtain a tax-payer approved bond or mill levy increase for any additions and reconstruction needs in the future. Bennett School District is committed to setting aside any funds that are necessary for future capital needs. The district assesses all building needs on an annual basis.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

The two buildings were built new at different times. The 1975 building is constructed with brick and the 2005 building was constructed with block. During the 2005 renovation, enclosing the area between the two buildings due to the lack of safety and security foresight at that time.

Current Grant Request:

\$84,266.65

CDE Minimum Match %:

48

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Current Applicant Match:	\$77,784.60	Actual Match % Provided:	48
Current Project Request:	\$162,051.25	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$325.00
Total Project Costs:	\$162,051.25	Escalation %	10
Affected Sq Ft:	2,620	Historical Adverse Effect?	No
Affected Pupils:	310	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$62	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$523	Who owns the Facility?	District
Sq Ft Per Pupil:	8	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund and donations		NA	

District FTE Count:	976	Bonded Debt Approved:	
Assessed Valuation:	\$118,150,647	Year(s) Bond Approved:	
PPAV:	\$121,118	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,201,888	Year(s) Bond Failed:	
Median Household Income:	\$67,111	Outstanding Bonded Debt:	\$8,555,000
Free Reduced Lunch %:	35.01	Total Bond Capacity:	\$23,630,129
Existing Bond Mill Levy:	10.971	Bond Capacity Remaining:	\$15,075,129
Five Year Change in Buildings to Current Revenues %:	18.51		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	219.44		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	96.1		
Charter School Capital Construction Funding:	\$0.00		



Trish Stiles, Town Administrator

February 13, 2015

Colorado Department of Education

BEST Program
1580 Logan St.
Suite 310
Denver, CO 80203

RE: Town of Bennett Financial Support

Dear BEST Board,

It is with great pleasure that the Town of Bennett donates \$2,000 in financial support and for the Bennett High School BEST Enclosure Project. We support the goal of this project and it is very important to our families and the Bennett community that our schools provide a safe learning environment for students of the school district.

Please give strong consideration to funding the Bennett High School Enclosure Project grant request.

Sincerely,

Trish Stiles
Town Administrator

- Facilities Impacted by this Grant Application •

Ricardo Flores Magón Academy - Health-Safety Renovation/ Addition - 1906

No Statewide Facility Assessment Information Available



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: Ricardo Flores Magón Academy

County: ADAMS

Project Title: Health-Safety Renovation/ Addition

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Ricardo Flores Magon Academy's facility houses a K-8 charter school, and the primary concerns currently include several applications of asbestos, including asbestos floor tile, mastic and portions of the boiler. Many of the current HVAC systems are original to their respective areas of school. Many unit ventilators are not functional and their associated classroom spaces are lacking adequate ventilation. Other classroom unit ventilators are at risk of failing at any moment and replacement parts are in short supply. As a result illness rates in staff and students have increased in the past school year significantly. Staff illness rates during the months of January and February of this school year have been double their normal rates, largely due to a lack of adequate ventilation which creates a continued recycling of contagion. Cooling in the school is limited to the computer lab, which means that internal temperatures of classrooms can rise to above 100. Last year, Magón Academy cancelled classes on two occasions during August because of heat. Additionally, there are areas of the roof covering that are delaminated and loose. The roof membranes have detached from deteriorated internal roof drain assemblies, allowing water to infiltrate into the classroom wings. In one classroom there is a waterfall that occurs in a closet whenever there are heavy rains. The combination of water intrusion and low ventilation poses a considerable risk for mold in numerous classrooms. Some basement areas of the building are also prone to flooding, posing an electrical and mold hazard in what would otherwise be usable classroom spaces. Several elementary wing classrooms are undersized. This reality has forced one teacher to remove her desk and stack her filing cabinets atop counters in order to accommodate student desks. The administrative suite of the school is located internal to the building and does not have direct supervision of the site or the main entry. There have been several instances when people have been admitted into the school bypassed checking in because of immediate student needs occurring in the front office. There is no school-wide event alert notification system or PA intercom. This deficiency created safety concerns at several points last year: in 2013 there was a hostage situation in a house near the school that necessitated us going into lockdown mode but we did not have an easy way to communicate throughout the school. During the spring when there were several tornado warnings in the area we were not able to easily transmit the need for a shelter-in-place response. Finally, with a location next to the busy Lowell Boulevard, there is no restriction against vehicular access at the main entry, and there is not adequate space for stacking of vehicles in the parking lot. B.E.S.T. grant funding would be specifically directed towards abatement of the asbestos in the school building, replacing the inefficient or inoperable mechanical systems, replacement of the affected finishes following the abatement & mechanical work, and repairing the roof and drains so as not to put the interior work at risk due to leaks. Funding would also be applied to a new classroom addition. The addition would relieve some classroom overcrowding in the elementary wing as well as allow the administrative suite to be relocated to the front corner of the school, where better supervision is possible. Both the classroom addition and a proposed new library space would provide expanded technology offerings for Magon Academy. The academy is an Institute Charter school that serves a diverse and growing population of minority students in the Central Denver Metro area. The school provides over 92% of its students with free or reduced lunch. The latest revised CDE Statewide Facility Assessment as of this application assigned an FCI score of 39.38% to the former Magon Academy building and a CFI score of 59.3%. The new facility has not been assessed by CDE.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

SCHOOL SITE CONSTRAINTS

Ricardo Flores Magon Academy is a growing school on a small site in Denver. The current vehicle-stacking driveway is short, winds through the staff parking lot, and forces cars to back up into the surrounding neighborhood streets. As the school continues to grow, this traffic issue will become more of a nuisance and safety concern. Most drop-off occurs within feet of a neighborhood public street rather than from an on-site driveway. The school building forms 2 courtyards, and surface drainage in these areas is a problem. Drainage is in some areas directed towards the building and into the below-grade entry wells, occasionally flooding the basement.

ROOF

The school has a combination of shingled pitched roof and low-slope membrane roof. Areas of the membrane roof are delaminated. Several of the steel roof drain assemblies are rusted out and deteriorated, allowing water to drain directly into the ceiling area below instead of into the drain. This water often penetrates into the classrooms, many of which have inoperable ventilators, and are thus prone to harboring mold. Additionally, a few areas of the roof eave / parapet are clearly within reach of the ground and provide easy access to the roof, exposing the membrane to further damage or vandalism.

ASBESTOS & OTHER HAZARDOUS MATERIALS

There are numerous types of asbestos-containing materials present in the building. There is asbestos-containing floor tile and mastic adhesive covering approximately 20% of the original floor area, as well as an asbestos-containing boiler and sealants in the mechanical room. The ACM has been encapsulated as part of the school's Operations & Maintenance Plan. The school would like to remove the asbestos in these areas to ensure the highest building safety for the students and staff. The combination of poor ventilation, roof leaks and basement flooding makes the building in danger of harboring mold in many educational spaces.

Lead paint is present in numerous classrooms on overhead ceiling trim and needs to be removed.

SAFETY & SECURITY

The primary concern regarding safety and security is the fact that the main administration and staff offices are located on the interior of the building, with no exterior windows or supervision of the main entry. Front desk staff relies on an antiquated remote video and speaker system to control the main entry and the student drop-off entry. The system is unclear both visually and audibly. Once a visitor is allowed into the building, there is no way to see where they are going because admin is far from the front door.

There is no video surveillance system in the building. There is no public address system within the building, making it impossible to alert the entire school of an emergency at one time. School-wide communication is accomplished through the telephone speaker system, which is unreliable because the volume is typically too low to interrupt class.

FIRE SAFETY

There is one dead-end corridor condition which currently allows for exterior egress through an existing classroom, and so has been approved with a variance. It would be advisable to correct this life safety issue as part of the building renovation.

EDUCATIONAL SUITABILITY

The school's current building limits curriculum delivery in several areas: There is no space for a school library. There is no proper art classroom – the current art classes are taught in a general classroom without adequate finishes, sinks or casework. There is no music room, so the only offering for students is to take off-site classes at Swallow Hill, a music co-op. Some classrooms are overcrowded. The first grade class has moved out of its classroom and meets in what would otherwise be space for a library or for special ed rooms. There is a single resource space in the school that is divided into 2 departments with furniture only. Concentration and privacy can be a challenge and adding more small group or break-out spaces would improve the ability to deliver specialized education for ELL and other programs. The science room in the junior high is not an adequate lab space and lacks appropriate finishes, casework, equipment and infrastructure to conduct a legitimate science lab.

CROWDING

The current building's overall area provides approximately 104 gross square feet per student, which is below the national average of 111sf for an elementary and 154sf for a middle school facility. The current building accommodates 22 teaching stations. The average classroom size is 658 square feet and typically accommodates 21 students per class, but three classrooms are below 550 square feet., enough space for only 15 students in an elementary school class. Also, the kindergarten classrooms are 698sf and 692 sf, well below the recommended sizes. The actual enrollment at the school is 311 for 2014-15. Enrollment is anticipated to grow to 350 in 2015.

POOR INDOOR AIR QUALITY

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Many of the classrooms have poor ventilation due to the lack of an operable or adequate unit ventilator. The heat and distribution piping is still functional; however the boiler is at the end of its useful life. Cooling is provided in spot locations such as the computer lab, but not in classrooms. The assessment noted that several classrooms are relying on portable electric air conditioners at the windows. These units are inadequate and noisy, diminishing the quality of the educational environment. There is a perception that the building is stuffy, and there is a high incidence of sick absences in the school. Classes are frequently cancelled during the shoulder seasons, with interior temperatures at times reaching over 100 degrees F.

ACCESSIBILITY

The building is comprised of 6 different floor levels that are connected by a collection of ramps, stairs, and two stair-side wheelchair lifts. One of the stair lifts is currently not operating. There is no elevator and not all of the building is equipped with ADA door hardware or clearances. There are accessible entries to the elementary wing and main lobby.

Proposed Solution to Address the Deficiencies Stated Above:

B.E.S.T. grant funding would be specifically directed towards the abatement of the asbestos in the school building and replacement of the affected finishes and fixtures following the abatement work, and replacing the necessary roof areas so as not to put the interior work at risk due to leaks. A general upgrade and replacement of the HVAC systems, with the addition of cooling, would serve to improve the comfort and indoor air quality of the spaces, as well as deterring mold contamination. Safety and security concerns would be addressed by renovating several classrooms into one central admin suite near the front entry of the building. The main entry will be secured by a vestibule leading through the administrative suite, and the remaining entries will be secured during the day. The building would be provided with a new central PA system, a new key-card access control systems at exterior doors, and a new video monitoring and entry control system for front desk staff. The classrooms lost to make room for an admin suite would be replaced with a new classroom addition for the elementary wing. These rooms would also relieve some overcrowding and consolidate the younger K-5 age group to one area of the building. The new wing could also expand the technological offerings of the school by providing an extra, dedicated computer lab to the elementary school students. The space vacated by administration would be converted to a long sought-after central library space at the heart of the school. The current art room would also be upgraded with appropriate finishes, casework, plumbing and storage. The art room renovation would also include the correction of the dead-end at the adjacent corridor. New classrooms will have adequate daylight, sufficient acoustical separation, and beneficial indoor air quality for a learning environment.

A 3-stop elevator addition will connect three levels of the school and provide accessibility to the basement level, allowing it to be renovated and used for additional classroom space, thus further relieving some overcrowding and allowing for more special ed or small group spaces. The completed facility will be ADA accessible throughout.

New site circulation will be designed to separate visitor traffic, drop off and deliveries into their own paths or areas as much as possible. A new on-site drop-off lane with some additional on-site parking will be a safer alternate to using the neighborhood street and alleviate some of the vehicle stacking concerns. Site work associated with the classroom addition will incorporate improvements and repairs for stormwater drainage, preventing future basement flooding in the original building.

The renovated charter school facility will comply with the CDE School Facility Construction Guidelines. It will incorporate new building systems to alleviate the concerns involving roofing, air quality, congestion and crowding, fire safety, security and educational suitability.

How Urgent is this Project?

SITE CONSTRAINTS

There is moderate urgency for the site improvements because of the need to prevent on-street stacking of vehicles. The correction of drainage around the south area of the building is of moderate urgency due to the need to prevent future flooding in the basement, which is not currently occupied.

ROOF REPLACEMENT

The roof replacement and repair is of the highest urgency because the current water intrusion is promoting mold and affecting air quality, not to mention damaging the facility. The assessment team is currently recommending a separate emergency roof repair line item in the budget, which can be completed as soon as funding is granted and without waiting for the design phase.

SAFETY & SECURITY

The lack of a clear line of sight to the entry and direct entry supervision is a deficiency with an urgent need of correction.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Poor communications between the office and the entry door locations make it tempting for students to allow in visitors without proper screening, and easy for staff to allow visitors entry without clear understanding of who is arriving. A school-wide emergency cannot be communicated effectively and this puts both staff and students at immediate risk.

FIRE SAFETY

The urgency for correction of the dead-end issue is moderate and should be remedied with the school renovation. The importance factor is high with regards to life safety.

EDUCATIONAL SUITABILITY

Need to complete this section: moderate urgency due to overcrowding and lack of certain educational programs

●Lack of adequate room for first grade

●Lack of a true science lab

●Lack of art room, music room, and library

●Lack of adequate space for additional learning services: Special Education, resource rooms, ELL groups, student support meeting spaces

●Growing concern about lack of space to conduct physical education classes and accommodate all lunch periods

●Growing concern about lack of additional wired computer lab - presently we have one lab with 30 desktop computers to serve all 311 students. Due to an increase in computer based testing, we will need an additional lab to support this as well as afford access to enough technology to keep pace with the educational landscape and 21st century learning.

POOR INDOOR ENVIRONMENTAL QUALITY / HVAC

The urgency for correction of the air quality issue is of the highest degree due to the latest increase in sick absences as well as class cancellation due to heat. There is a periodic loss of educational time due to environmental quality issues that should be corrected as soon as possible.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Existing Project Non-Compliance and Proposed Compliant Solutions:

The current facilities do not meet standards in the following School Construction Guideline Categories and will be corrected with a new facility as follows:

CDE 3.2 A weather-tight roof that drains water positively off the roof...

Roof leaks and damaged roof drain heads will be repaired or replaced as necessary to prevent further water intrusion.

CDE 3.3 A continuous unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge...

Dead-end corridors will be eliminated with the building renovation.

CDE 3.6 Facilities with safely managed hazardous materials...

Asbestos Containing Materials will be abated or safely encapsulated throughout the building as part of the project.

CDE 3.7 Video Monitoring and keycard access...

A new security access system will be incorporated into the facility

CDE 3.8 An Event Alerting and Notification System / Intercom phone system

The new school will provide complete video monitoring and P.A. / event notification systems.

CDE 3.9 Secured facilities including a main entrance and signage directing visitors to the main entrance door.

The new school will have a clearly-defined main entry with secured access through the administrative suite during the day.

The admin suite will have an unobstructed view to the main entry and approach to the school.

CDE 3.10 Safe and secure electrical service

The new project will allow for new, energy efficient lighting, adequate technology, and safe amounts and locations of power and data outlets to eliminate extension cords and other hazards. Electrical panels will be secured and inaccessible to students.

CDE 3.11 A safe and efficient mechanical system that provides proper ventilation...

The project will include upgrading current HVAC systems to provide adequate heating and ventilation to each space in the building.

CDE 3.12 Healthy building indoor air quality...

The project will include upgrading current HVAC systems to provide adequate heating and ventilation to each space in the building. Roof leaks will be repaired to prevent further water intrusion and mold.

CDE 3.15 Safe laboratories, shops and other areas storing paints or chemicals...

The new project will provide adequate science lab and art studio spaces with safe storage and proper finishes and equipment.

CDE 3.17 A facility that complies with the Americans with Disabilities Act...

BEST FY2015-16 GRANT APPLICATION SUMMARIES

The new project will provide an elevator and new stair lift to provide ADA access to all levels of the school

CDE 3.18.3 Provide an adequate driveway zone for stacking cars...

The new school site will provide full sidewalks to all necessary areas on the site and clearly marked drop-off zones and emergency access lanes.

CDE 3.18.9 Consider restricting vehicle access at school entrances with bollards...

A reconfigured school entry will provide protection from vehicle access

CDE 3.19.2 Clear lines of sight from a single vantage point...

A new design for the administrative area would provide supervision and control of the main entry. The admin suite will have an unobstructed view to the entry and approach to the school.

CDE 3.19.2 Locate site utilities away from the main school entrance...

The master plan will ultimately relocate the school's electrical transformer away from the main entrance.

CDE 3.19.2 Access to building roofs shall be secured...

The new project will eliminate as many roof access points as possible within the areas of work.

CDE 4.8 Elementary and Middle school buildings...that are not over capacity...

The new project will provide more numerous as well as larger classrooms to help alleviate some of the overcrowding occurring in the small rooms.

CDE 4.10.5 Provide 35 square feet per student in the elementary school classrooms...

Expansion and new classrooms will allow for a better floor area per student in elementary school.

CDE 4.10.7 Art rooms shall have ample storage and sinks...

A renovation of the current art room will provide better studio finishes, better storage, and additional equipment such as sinks to furnish the art classroom .

CDE 4.10.9 Library / multi-media center should provide a flexible space for students...

The project will provide a central library space in the vacated admin area of the school. The school does not currently have a library.

CDE 4.11.4 Classrooms should provide 32 square feet per student in Middle School...

Expansion and new classrooms will allow for a better floor area per student in elementary school.

CDE 5.1.5.3 Elementary and middle schools should provide 3 parking spaces per classroom...

The new project will provide adequate parking for the school.

CDE 5.1.18 Replace mechanical systems with new energy efficient systems...

The renovation will provide a new, efficient boiler and new unit ventilators.

CDE 5.1.20 Replacement of single pane inefficient windows with new double-pane...window units.

The project will replace numerous older windows on the elementary wing.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Ricardo Flores Magón Academy (RFMA) adheres to a rigorous budgeting and financial reporting process, reviewed monthly by the school's BOD and our executive team which ensures any emergent facility needs and expenditures are immediately identified and allocated. For the past 5 years, Ricardo Flores Magón Academy has been a fiscally sound entity and the school has consistently maintained positive net assets and generated a positive fund balance carry forward. RFMA has successfully borne the costs of one major facility remodel in 2011 and the sustained expense of a lease on our former location while continuing to meet programmatic and growth needs for our organization. We have expended an annual average of \$50,000 per year on leasehold improvements and funded approximately \$1.5 million in total renovations and improvements to our current campus. Additionally, RFMA receives capital construction funding from the state's Department of Education as a "qualified charter school." The 2013-14 allocation for RFMA was \$31,527 and the 2014-2015 allocation is expected to be \$54,563.

An expectation at RFMA is that students work with staff to keep our campus clean and in good repair as part of our community's commitment to a "leaving it better than we found it." The school engages the services of a maintenance and custodial team that is charged with maintaining our building's cleanliness and making immediate repairs to our facility. Professional tradespeople from our community are contracted to tackle major improvement and repair efforts. Moving forward, RFMA is confident in our maintenance and renewal strategies that have proved historically appropriate and achievable.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The facility was an improvement over the conditions of the former location and provided an opportunity for the charter school to own a property rather than being burdened by a lease. The school has since invested in numerous improvements such as providing a fire sprinkler system to the building.

Current Grant Request:	\$12,191,884.47	CDE Minimum Match %:	16
Current Applicant Match:	\$574,486.70	Actual Match % Provided:	4.5
Current Project Request:	\$12,766,371.17	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$100.00
Total Project Costs:	\$12,766,371.17	Escalation %	10
Affected Sq Ft:	58,257	Historical Adverse Effect?	No
Affected Pupils:	332	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$219	Is a Master Plan Complete?	No
Cost Per Pupil:	\$38,453	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	175	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
Capital campaign, other grants, or Charter Schools Development Corp. loan	The facility will be sold or leased.		

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	78.72
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	78.72
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	97.12
Charter School Capital Construction Funding:	\$54,563.00

BEST Charter School Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as practicable by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents or other relevant documentation as applicable to support the responses provided.

For questions 4-15

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your charter school.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

A waiver would help ensure Ricardo Flores Magón Academy's ability to continue the programming we have worked hard to develop over the years without the setbacks associated with reallocating funding.

2. Please describe why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district, charter school or BOCES.

To meet the matching requirements, our school would need to make substantial cuts to programs and personnel. A list of cost reallocations associated with this are attached and highlight the depth to which we would go to meet the matching requirements. Ricardo Flores Magón Academy would undertake the collapse of kindergarten into a single classroom in order to minimize the costs associated with providing a free full-day class to a high poverty and at-risk population of students. We would also operate under a hiring freeze while sustaining a growth in the student population. Our technology growth (student Chromebooks) would be frozen, while cutting one of our Specials classes (art or drama) would become equally necessary. Additionally, we would reduce the amount spent per pupil on both classroom supplies and curriculum while also cutting expenses per teacher for external professional development opportunities. As quickly becomes evident, the cost of complying with the entire matching contribution would significantly limit the educational opportunities for our students.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

At present we are in discussions with the Gates' Family Foundation regarding their interest in underwriting a portion of the matching requirements. Ricardo Flores Magón Academy is also committed to underwriting up to 4% of the match requirements from our operating budget as we do believe it is necessary that we have a financial investment at stake in this work. We have reconnected with the Charter School Development Corporation in an effort to begin discussions about a possible loan to cover our costs. RFMA applied for \$30,000 in operating funding in February from The Denver Foundation to support various programming within the school. If granted, this funding would offset existing budgetary constraints to further support our fiduciary participation in the match requirements.

4. Weighted average of district matches which comprise the student population.

5. Does the authorizing district have 10% or less bonding capacity remaining?

6. Is the charter school in a district owned facility?

No, RFMA purchased the building outright in 2011 and undertook a \$1.5 million renovation that was completed in the fall of 2013.

7. How many times has the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs?

8. How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?

9. How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?

The only time we have attained funding is for our initial renovation completed in the fall of 2013.

10. How many times has the charter school attempted or obtained funding through CECFA or another type of financing?

11. Charter school enrollment as a percent of district enrollment.

12. Free/reduced lunch percentage in relation to the statewide average charter school free/reduced lunch percentage?

Ricardo Flores Magón Academy serves a 92% FRL population. According to CDE's April 2013 report on the state of charter schools in Colorado, the average FRL rate in charter schools is at 32.4% with the state-wide average rate being 41.7%. As it relates to our specific authorizing charter group, CSI, their average FRL rate for this year is 48.27% with RFMA serving the highest percentage of FRL students in the district.

13. Percentage of PPR spent on non M&O facilities costs.

14. Unreserved fund balance as a percent of budget.

15. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Until June of 2017, RFMA is beholden to a monthly lease tied to our former building. Under the organization's original leadership in 2007, this lease was entered into and has remained a liability for the school's budget. In this fiscal year we will just over \$250,000 in rent. The current administration and board has undertaken multiple efforts to mitigate the damages, including but not limited to: litigation around the legality of the lease, sourcing and contracting with different realtors, maintaining the property in a rentable condition, managing the sub-leasing process, and bringing suit when a sub-lessor defaulted on over \$20,000 in back rent. The administration and board will continue to honor the terms of the lease in order to maintain good standing and integrity; however, it does create a unique financial situation for the school.



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CHARTER SCHOOL INSTITUTE

February 16, 2015

Scott Newell
Principal Consultant
Division of Capital Construction Assistance
Colorado Department of Education
1580 Logan St, Suite 310
Denver CO 80203

Subject: Letter of Support for Magon Charter School's Application for BEST
Funds

Dear Scott:

On behalf of the Charter School Institute, I am writing to urge your approval of the BEST grant application from Magon Charter School. As one of CSI's schools that serves a very high percentage of at-risk students (over 90%), Magon has a need for a permanent, safe location to house the quality education provided to the youth of Denver.

CSI believes that when you examine the application from Magon Charter School, you will agree that the school has done its due diligence in planning for the most affordable and appropriate location for its school. Funding from the BEST program will Magon to extend its quality education in a safe and suitable building.

I urge your support of Magon's proposal.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Ethan Hemming', written over a light blue horizontal line.

Ethan Hemming
Executive Director

• Facilities Impacted by this Grant Application •

School District 27J - Abatement/ Roof Replacement - Brighton Heritage Academy HS - 1926

School Name: Brighton Heritage Academy HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	51,274
Replacement Value:	\$15,694,557
Condition Budget:	\$9,752,683
Total FCI:	62.14%
Energy Budget:	\$17,946
Suitability Budget:	\$1,933,900
Total RSLI:	10%
Total CFI:	74.6%
Condition Score: (60%)	3.32
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.37
School Score:	3.74



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: SCHOOL DISTRICT 27J

County: ADAMS

Project Title: Abatement/ Roof Replacement

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

School District 27J is a rapidly growing district which has doubled its student population in the last 10 years. Due to this growth, we have had to use every available space and need every facility to be safe for students. Roof leaks in buildings that contain asbestos, such as Brighton Heritage Academy, are of concern because they could disrupt the learning environment and any abatement during the school year would be detrimental to instructional time. School District 27J has attempted two bond questions since our last bond passed in 2006 and both have failed. This leaves us with only a small amount of capital repair funds to cover the entire District. Brighton Heritage Academy currently provides 200 overflow seats every class period for nearby Brighton High School students as well as serving its own alternative high school student population.

Deficiencies Associated with this Project:

The existing roof at Brighton Heritage Academy is 24 years old and has leaks that can no longer be patched. Ongoing roof leaks at this school could potentially dislodge the asbestos containing material that exists in the school's ceiling. This presents a safety hazard for the students who attend classes here.

Proposed Solution to Address the Deficiencies Stated Above:

Based on the recommendation of Cave Consulting Group, replacement of all roof sections at the school with 4-ply built roof with gravel topping is the solution to the deficiency. Abatement of the ceilings will resolve the current asbestos hazard. Abatement of the floors with asbestos containing materials will be done at the same time in the ten classrooms where the ceilings will be abated.

How Urgent is this Project?

Due to the age of the existing roof, the District's Roofing Consultant, Cave Consulting Group, recommends replacement of the roof within one to three years to avoid failure. Exposure to falling asbestos from the ceilings would result in an urgent situation to perform abatement.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Brighton Heritage Academy is currently in non-conformity with Article 4.1.2 Health and Safety Issues - stating a weather-tight roof system is a standard. The proposed new 4 ply BUR roof would bring this school into conformity stated in Article 4.1.2.1.1.

Brighton Heritage Academy does conform with Article 4.1.8.1 Facilities With Safely Managed Hazardous Materials - stating a public school shall comply with all AHERA criteria and develop, maintain, and update an asbestos management plan to be kept on record at the school district.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

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Due to the age of many of our schools, we frequently allocate funds from our Capital Projects budget to supplement the annual facilities/grounds general fund budgets. Over the last two years alone \$50,000 has been invested in the maintenance and repairs to roofs.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

The building was considered new construction in 1926 when it was built

Current Grant Request:	\$575,016.20	CDE Minimum Match %:	45
Current Applicant Match:	\$470,467.80	Actual Match % Provided:	45
Current Project Request:	\$1,045,484.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	Yes
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$29.00
Total Project Costs:	\$1,045,484.00	Escalation %	5
Affected Sq Ft:	34,900	Historical Adverse Effect?	No
Affected Pupils:	103	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$30	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$10,150	Who owns the Facility?	District
Sq Ft Per Pupil:	339	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2015 Bond Election		N/A	

District FTE Count:	15,947	Bonded Debt Approved:	\$89,000,000
Assessed Valuation:	\$839,441,919	Year(s) Bond Approved:	06
PPAV:	\$52,639	Bonded Debt Failed:	\$341,000,000
Unreserved Gen. Fund FY12-13:	\$2,653,643	Year(s) Bond Failed:	05,08,14
Median Household Income:	\$77,070	Outstanding Bonded Debt:	\$148,825,000
Free Reduced Lunch %:	37.57	Total Bond Capacity:	\$167,888,384
Existing Bond Mill Levy:	18.362	Bond Capacity Remaining:	\$19,063,384
Five Year Change in Buildings to Current Revenues %:	6.23		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	175.08		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	73.23		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Westminster 50 - Metz ES Roof Replacement - Metz ES - 1960

School Name: Metz ES

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	33,736
Replacement Value:	\$8,249,455
Condition Budget:	\$5,689,863
Total FCI:	68.97%
Energy Budget:	\$0
Suitability Budget:	\$1,750,800
Total RSLI:	10%
Total CFI:	90.2%
Condition Score: (60%)	3.21
Energy Score: (0%)	2.81
Suitability Score: (40%)	3.94
School Score:	3.50



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: WESTMINSTER 50

County: ADAMS

Project Title: Metz ES Roof Replacement

Previous BEST Grant(s) Funded: 8

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Metz Elementary is home to approximately 338 students. This school is included in the district's master plan. Adams County School District 50 cut 3.2 million dollars in the 14/15 budget cycle, funding for both Operating and Capital Reserve budgets were reduced accordingly. Operating budgets have been cut approximately fifty percent since 2004. The district is also at its bonding capacity. Our successful 2006 bond election for \$98 million was the maximum allowed. Due to these restrictions we have not had the opportunity to fund major projects such as roof replacement for many years. In November of 2013 and 2014 the district had an unsuccessful Mill Levy and Bond Election. In 2014 the building mechanical system was replaced with 25 heating and cooling roof top units for 1.2 million dollars

Deficiencies Associated with this Project:

The system was installed in 1980. It has a 20 year service life, which expired in 2000. Per the CDE school assessment report: The system is recommended to be replaced due to probable increased condition budget needs, the potential failure of its components or in order to meet the performance guidelines for this system. The current system has a roof slope of $\frac{1}{4}$ " or greater. The deck varies throughout the school to include gypsum and tectum. The insulation is expanded polystyrene and perlite insulation. The roofing system is a ballasted EPDM membrane. This roof continues to leak.

Proposed Solution to Address the Deficiencies Stated Above:

Replace the roof of the main building and 2 outbuildings with a new EPDM fully adhered roofing system to include:

- Rough carpentry at curbs and perimeter
- 315 squares of 90 mil EPDM roofing
- Setup
- Tear off of membrane and insulation
- Low rise bonding adhesive
- 2 layers 2.5" insulation/crickets, attached with mechanical fasteners and/or adhesive
- Minimum $\frac{1}{4}$ " tapered insulation to establish slope
- $\frac{1}{2}$ " dense-deck cover board insulation
- Pavers and walk pads as necessary
- Single-ply membrane
- New roof hatch
- Sheet metal flashing
- Painting of misc. surfaces impacted from the project
- New overflow scuppers as required
- New roof drains
- 30 sq outbuilding insulation and cover board
- 30 sq outbuilding EPDM membrane and flashing

BEST FY2015-16 GRANT APPLICATION SUMMARIES

- 30 sq outbuilding roof coating
- 240 lf gutters and downspouts
- 30 year warranty. Cost is included in the project

Project to be overseen by Roofing Consultant/Owners' Representative to include:

- Schematic design/design development
- Construction documents
- Construction administration
- Assist with Pre-Qualifying contractors
- Assist with competitive bid process
- Assist with bid evaluation

How Urgent is this Project?

The system is deemed as somewhat urgent because the roof will continue to deteriorate causing more and more leaks throughout the building. With the installation of roof top units in summer of 2014 and the additional foot traffic on the roof we have seen an increase in roof leaks. Each year we wait to replace it, the situation will only get worse. An adequate roof provides proper protection of the district's fixed assets and provides improved space conditions for all learning spaces within the building.

How Does this Project Conform with the Public School Facility Construction Guidelines?

This project will meet the specifications in section 3.2 of the Construction Guidelines. It meets section 3.2.1.2 criteria for low sloping roofing material- Ethylene Propylene Diene Monomer. Don Ciancio and the roofing consultant/owner's representative have reviewed the guidelines, they are reasonable and the district will comply

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The district will require a 30 year warranty on the roof, and requires the contractor to repair any problems during the warranty period. The roof will be inspected quarterly. The district has allocated \$100,000 to roof repairs and preventive maintenance annually, which it uses to contract out roof repairs as needed for all its roofs. In addition, the last couple of years the district spent \$144,000 on major roof repairs at the Metz Elementary. There are 20 elementary, middle, and high school buildings. Of these, eight have a roof under warranty for new construction and two BEST Grants in progress. One roof grant is being applied for this BEST grant cycle. That would leave six older roofs. The district has the following roof replacement plan in place, pending on funding:

- 2015- Fairview
- 2015- Union/Hidden Lake
- 2016- Metz
- 2016- Early Childhood Center
- 2017- Harris Park
- 2018- FM Day
- 2020- Colorado Stem Academy
- 2021- Sherrelwood
- 2022- Warehouse/Auxiliary Services/South Annex

Unfortunately, most of these roofs were replaced in 1980 and 1981. That made their useful life due around the same time. Our current long-range plan will allow for better budgeting and planning to replace roofs starting around 2025 and beyond.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

N/A

Current Grant Request:

\$553,923.62

CDE Minimum Match %:

38

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Current Applicant Match:	\$339,501.58	Actual Match % Provided:	38
Current Project Request:	\$893,425.20	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$204.00
Total Project Costs:	\$893,425.20	Escalation %	10
Affected Sq Ft:	32,343	Historical Adverse Effect?	No
Affected Pupils:	338	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$28	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$2,643	Who owns the Facility?	District
Sq Ft Per Pupil:	96	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		N/A	

District FTE Count:	9,248	Bonded Debt Approved:	\$98,600,000
Assessed Valuation:	\$527,230,520	Year(s) Bond Approved:	06
PPAV:	\$57,013	Bonded Debt Failed:	\$20,000,000
Unreserved Gen. Fund FY12-13:	\$4,925,406	Year(s) Bond Failed:	14
Median Household Income:	\$48,138	Outstanding Bonded Debt:	\$91,960,000
Free Reduced Lunch %:	79.95	Total Bond Capacity:	\$105,446,104
Existing Bond Mill Levy:	15.855	Bond Capacity Remaining:	\$13,486,104
Five Year Change in Buildings to Current Revenues %:	88.04		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	125.96		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	88.51		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Alamosa RE-11J - HS Roof Replacement - Alamosa HS - 1997

School Name: Alamosa HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	118,000
Replacement Value:	\$37,845,082
Condition Budget:	\$19,038,116
Total FCI:	50.31%
Energy Budget:	\$0
Suitability Budget:	\$3,550,700
Total RSLI:	14%
Total CFI:	59.7%
Condition Score: (60%)	3.45
Energy Score: (0%)	3.23
Suitability Score: (40%)	4.42
School Score:	3.84



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: ALAMOSA RE-11J

County: ALAMOSA

Project Title: HS Roof Replacement

Previous BEST Grant(s) Funded: 2

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: This project was submitted in the FY2014-15 cycle. It was the District's priority #2. This application was discussed with the Grant Committee. Alamosa Schools, at that time, made it known to CCAB that if not awarded, this application would be resubmitted, during the FY2015-16 cycle.

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Alamosa High School was built in 1996, with funds from a local School Bond, the first classes beginning in fall of 1997. Expected life of building to be 50-70 years or between 2046-2066. This bond will be paid off in Dec. 2015. This bond was reissued in 2013, following a local bond election, to build a District Stadium and Ag/Ed Building and will be paid off in the year 2023.

AHS currently houses 500 students and 53 staff members. AHS continues to provide all students a broad academic curriculum. Our High School graduation rates are at approx. 90%. On going AHS partnerships include supporting Adams State University, Trinidad State Junior College and the City and County of Alamosa in joint efforts to promote and facilitate concurrent enrollment, post secondary workforce readiness and quality extra-curricular programs for our students.

AHS is the largest high school in our Valley and very often times is the extra-curricular hub for many of the Valley's and at times some State wide events and conferences. This usage does not come without a price but our BOE is dedicated to the philosophy that our duty is "To do our best to promote and support educational and extra-curricular excellence for the entire San Luis Valley."

The Alamosa School District's Maintenance and Custodial staff continue to do a phenomenal job of maintaining, repairing and cleaning this facility--not an easy task in light of reduced district funding over the years.

As stated in section 3, we take very seriously our responsibility to provide a safe and secure environment for our students, staff, administrators and visitors. Maintenance for this facility has exceeded standard maintenance procedures. Building infrastructure life cycle costs have been extended significantly and proactive maintenance activities have proven to be both effective and valuable. Maintenance is the key to building infrastructure longevity and our district excels in that area, as evidenced by the roofs extended life cycle costs.

The ballasted EPDM roofs installed on this school were warranted for 10 years or until 2007. Leaks have been regular in this building as the age of the roof materials increases. The district's maintenance procedures have extended the life of this roof by 7 years or 70% of the expected life of the roof.

A quality roof maintenance plan begins with roofing inspections. Our district personnel has inspected this roof (2) times a year for the first ten years and then (3) times a year for the past (5) years. During the last (2) years our inspections have become monthly. This procedure has allowed us to discover small leaks prior to major leaks occurring.

In the last (7) years, we have seen an acceleration of the deterioration to this roof. The rubber is becoming more brittle and shrinking significantly. Wall flashings, roof penetrations and parapet flashings are beginning to stretch and tear. These tears then allow water to enter the torn roofing membrane. We feel like we are running on borrowed time in regards to this roof condition. Any major wind and/or snow storm could cause stress on this roofing membrane and cause a tear to open up, thereby allowing significant amounts of moisture to enter the building through the roofing assembly and supporting structure.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

We are pursuing a BEST grant due to the fact that our district is unable to set aside sufficient funds for a project of this magnitude. This project would be in excess of 15% of our total yearly budget. You can plainly see by these numbers that Alamosa Public Schools has done everything in its power to protect not only the monetary investment in the roof but the students and staff from the damaging effects of major roof leaks.

Deficiencies Associated with this Project:

Our review of the current conditions of the building roofing assemblies identifies the following:
Many of the roof decks are currently compromised by both aged material and a material surface that prevents visual inspection of the buried membrane. It can no longer adequately protect the building occupants and equipment as necessary. Moisture intrusion of the roofing assembly has led to damage of both wall and ceiling construction within the building environment.

Flashing and curbs for the skylights are a regular source of leaks and need to be adequately repaired with an alternative flashing condition to prevent further water intrusion.

Regular moisture exposure of the roof assembly will continue to cause damage and decay to the roof decking and structure.

Proposed Solution to Address the Deficiencies Stated Above:

The original ballasted EPDM will be removed and the substrate conditions inspected. Any damaged or deteriorated insulation or structural decking will be addressed at this time. The new roof surface will be 80-mil single ply membrane over a minimum R-20 insulation.

The new roofing assemblies proposed will be designed and installed throughout the structure. This will protect/warrant the building envelop for a minimum of 20-years (or more). This will meet and exceed both the requirements of published NRCA guidelines and align with CDE's philosophy of committing to long lasting building systems.

How Urgent is this Project?

Moisture penetration into the building will continue until these roof conditions are corrected. Water stains in the ceiling tiles indicate moisture has already made its way into and through the full roofing assembly.

This intrusion can lead to further damage to the insulation and structural decking failure. Both of these would be catastrophic to the occupants and equipment being protected by these roofing assemblies.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Our grant request proposes to return the existing construction back to PSCG conformity under Articles 4.1 and 4.4. Article 4.1.2 Many portions of the Alamosa HS structure do not have a weather tight roofing system. Aged and deteriorated roofing assemblies allow for repetitive moisture intrusion into the building, and compromise the intended protection of its building occupants and property. Several roofing areas lack proper flashing conditions that are regular sources of the moisture intrusion. Areas of roof decking and ceiling assemblies have been subjected to repetitive moisture intrusion. Without adequate protection, there is the potential for structural compromise in the roof; so this must be addressed.

Article 4.1.2.1 The current roofing is beyond warranty repair, is in poor condition, and there are a significant number of point sources that permit moisture intrusion. New low-slope roofing assemblies will be designed and installed with adequate slope and flashing details that will protect the building's occupants and property within. All existing roofing membranes will be removed and replaced, including additional slope and drainage structure (where necessary). The roofing will protect the building with the best (longest) warranty terms available for the funds requested that would meet/exceed the requirements of published NRCA guidelines and building code requirements.

Article 4.4.4.3.2 The replacement of these roofing assemblies will protect and extend the energy efficiency of the building. Such efforts will improve and correct many of the present health and safety deficiencies present within the Alamosa HS structure.

Article 4.4.4.3.3 The Alamosa HS structure has (by review of record drawings) adequate thermal protection at the roof assembly. However, water intrusion is a significant liability to the continuance of that thermal protection and can compromise the benefit of the roofing insulation. Any saturated or damaged insulation must be replaced. New (replacement) roofing insulation will be provided as part of the Grant solution to meet the intended criteria.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Alamosa Public Schools has previously established Capital Reserve Accounts for the following BEST grant projects. Our New Alamosa K-2 and 3-5 schools at \$120,000 per year. Our Ortega Middle School Re-Roofing project at \$8,000 per year. Our district is committed to establishing a new account for the Alamosa High School Re-Roof project at \$50,000 per year if this is grant is approved.

Our District also provides tens of thousands of General Fund dollars yearly to repair and or replace out dated infrastructures, broken furnishings, safety upgrades and etc. We only ask for BEST funds after we have expended all our efforts to fund repairs ourselves.

Alamosa Public Schools will provide the same preventative care and due diligence that was given to the existing roofs. We will hold the roofing manufacturer and the roofing installer accountable to the terms and conditions of their warranty and work with them to assure that this roof remains leak free.

We will schedule roofing inspections for Spring and Fall to assess the condition of the roofing membrane and the flashing conditions. We will report the status of this inspection and have any deficiencies corrected in a prompt and professional manner. We will also, as the roof ages, increase the frequency of our inspections to every 4 months, then every 2 months and so forth to give us the optimum opportunity to discover and repair any roof leaks prior to them causing safety concerns and causing damage to the building infrastructure.

Alamosa Public Schools takes great pride in providing quality facilities for our students and staff. We go above and beyond normal maintenance procedures to assure that every dollar we spend is not only used wisely but that the life cycle costs are maximized.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

Alamosa High School was constructed in 1996 following a successful local School Bond. Alamosa High School is the only High School in Alamosa and serves our student population very well. This facility cost approximately 18 million dollars, of local taxpayer money, to construct. Our district and BOE are cognizant of the sacrifices made by our local taxpayers and hold ourselves accountable for using these funds wisely.

We accomplish that task by providing timely maintenance to all of our district facilities. In the past 23, years we haven't lost one day of student contact time due to a maintenance issue. Our district maintenance procedures continue to maximize the life cycle costs of all our facilities infrastructures. So it is with our high school, our BOE expects this school to remain a valuable asset for, at least, another 50 years. The High School is well maintained and will meet those BOE requirements. The BOE further acknowledges the fact that this roofing project is a wise and valuable investment for our school district.

The initial roof was warranted for ten years. District Staff routinely performs maintenance walks in an effort to prevent leaks and to patch the leaks that are found. While repairing common leaks is a solution, the ballasted condition of the original roof makes it difficult to determine, pinpoint and repair the source of the leaks.

In agreement with the School Assessment Report, the roof covering system is beyond its useful service life and should be replaced. The ballasted EPDM membrane is loosely laid over rigid insulation on insulated structural panels. In most areas is adequately sloped to roof drains and scuppers. Some of the wall flashings are sources of moisture intrusion from either rainfall or snow-drifts. Additionally, the curbs around the skylights are the source of several leaks. These areas would also be addressed with this grant application.

These roof assemblies are holding/transferring moisture within their construction. This moisture intrusion occurs from both snow melt and rainwater. The school regularly experiences many independent roof leaks scattered throughout the building; the interruption of moisture is a problem to both our students and staff. Ongoing moisture intrusion can bring a major concern of structural decking decay and rust generation. Long term problems with continued deck degradation combined with a large drift snow load (regularly present) can increase the risk of roofing failure.

Repair of the roofing is not practical; replacement is our intended option. If the roofing system is not replaced soon, damage of the roofing assembly and building structure will continue to escalate, resulting in a larger and more expensive repair/replacement later.

The roofing design will demand the removal of all stone ballast and limited tear off of the EPDM membrane. The stone will be salvaged and used elsewhere in the District. With the EPDM membrane removal, the existing thermal insulation (intended to be salvaged) will be inspected and any damaged or degraded material will be replaced of equal composition.

Our extremely cold temperatures, high UV ray content, and daily temperature variances prove to be very harmful to

BEST FY2015-16 GRANT APPLICATION SUMMARIES

roofing membranes. Our intended design solution will address these conditions so the roofs will be covered and protected under a manufacturer's warranty for at least 20-years.

Current Grant Request:	\$1,147,707.61	CDE Minimum Match %:	27
Current Applicant Match:	\$424,494.59	Actual Match % Provided:	27
Current Project Request:	\$1,572,202.20	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$140.00
Total Project Costs:	\$1,572,202.20	Escalation %	3
Affected Sq Ft:	118,000	Historical Adverse Effect?	No
Affected Pupils:	509	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$13	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$3,089	Who owns the Facility?	District
Sq Ft Per Pupil:	232	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		N/A	

District FTE Count:	2,040	Bonded Debt Approved:	\$16,990,000
Assessed Valuation:	\$127,448,936	Year(s) Bond Approved:	08,12
PPAV:	\$62,475	Bonded Debt Failed:	\$5,990,000
Unreserved Gen. Fund FY12-13:	\$2,180,865	Year(s) Bond Failed:	11
Median Household Income:	\$37,568	Outstanding Bonded Debt:	\$17,430,000
Free Reduced Lunch %:	73.31	Total Bond Capacity:	\$25,489,787
Existing Bond Mill Levy:	13.849	Bond Capacity Remaining:	\$8,059,787
Five Year Change in Buildings to Current Revenues %:	237.66		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	327.78		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	92.03		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Littleton 6 - ES Structural Correction/ System Upgrades - Runyon ES - 1969

School Name: Runyon ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	50,404
Replacement Value:	\$11,648,768
Condition Budget:	\$4,593,114
Total FCI:	39.43%
Energy Budget:	\$0
Suitability Budget:	\$1,774,700
Total RSLI:	19%
Total CFI:	54.7%
Condition Score: (60%)	3.13
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.19
School Score:	3.56



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: LITTLETON 6

County: ARAPAHOE

Project Title: ES Structural Correction/ System Upgrades

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain:
Information Technology
infrastructure |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

LPS is a consistently high-performing public K-12 school district serving the needs of 15,269 students in 24 schools, with a staff of 888 licensed teaching personnel, 601 classified employees and 61 administrators. The District operates an early childhood program at two facilities, thirteen elementary schools, four middle schools, three high schools, one combined alternative middle/high school and two charter schools. Other operations include learning services, mental health assistance, operations and maintenance, information and technology services, security, nutrition services, transportation and human resources and financial services. The FY2014-15 Budget projected expenditures of \$145 million, including \$4.7 million for Operations/Maintenance and a net addition of \$1.1 million to Capital Reserves. In addition, a Building Fund of \$80 million has been established for major capital improvements in all facilities between 2014-2017, using bonds issued with approval by District voters in November 2013. Necessary repairs and systems upgrades at Runyon ES were included in this Program, but subsequent study revealing more widespread problems and limited results from initially-planned repairs has since compelled significant scope and budget increases for longer-term investment in this school.

Deficiencies Associated with this Project:

In 2012, wood truss deflection was identified at Runyon ES. While the deflection initially was believed to be a result of localized overloading from heavy snow-loads or an earlier reroofing project, more detailed investigation subsequently revealed additional deflections as well as splitting, warping and shrinkage of truss members and failed gusset plates around the building. Identified trusses were temporarily shored and the most seriously damaged trusses were replaced in 2013, with a long-term plan developed for repairing all other affected trusses.

Proposed Solution to Address the Deficiencies Stated Above:

In 2013, a total budget of \$2.1M to for work at Runyon ES was included in the proposed and approved Bond Program. This budget included the repair of wood trusses, asbestos containing material abatement, roofing and insulation replacement, addition of fire sprinklers, HVAC upgrades, lighting replacement, and other renovations in the facility. To address the identified structural issues in more detail, a feasibility study in April-May 2014 recommended a complete replacement of the wood truss system rather than short-term repairs that did not address continued aging and deterioration of the truss system components. The feasibility report also assessed the need and respective cost to replace other major building systems within the interstitial space between the roof and ceiling. Therefore, in conjunction with replacement of the wood truss system with new structural steel bar joists and vertical supports, the project now also includes replacement of the following building infrastructure systems: roof, lighting, ceilings, HVAC and controls, and life-safety, security and technology systems.

How Urgent is this Project?

Temporary shoring remains in place throughout the building, and as-yet-unrepaired wood trusses continue to deteriorate. A design consultant, selected using a qualifications-based selection process, has completed Construction Documents which will

BEST FY2015-16 GRANT APPLICATION SUMMARIES

be used by the CM/GC (also selected using a qualifications-based selection process) to develop a Guaranteed Maximum Price. The CM/GC is developing a final GMP and is prepared to begin work on the building no later than 23 May 2015, with a required final completion date of all described renovations no later than 7 January 2016. LPS has funded the total cost of the design of the renovation and ACM removal with the possibility that the BEST grant will allow reimbursement for portions of the project budget that have already been expended.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The project includes replacement/installation of the following building infrastructure systems:

- remove existing wood truss system and replace with structural bar joist system
- installation of new foundation piers
- replacement of existing roof system
- replacement of HVAC system and controls
- replacement of fire alarm system
- installation of fire sprinkler system
- replacement of lighting and
- replacement of ceiling.

The project does not add square footage or change the space configuration.

Below is described each of the specific building systems and its conformity to the Public School Facility Construction Guidelines as applicable to the project.

- a)Sound Building Structures – Removal of damaged and failing wood structural truss system and installation of new structural steel bar joist system, using new drilled foundation piers designed per the 2006 International Building Code.
- b)Roof – Sloped roof assembly is standing seam metal panels over high-temp ice and water shield membrane on ½” CDX on 5” polyisocyanurate rigid insulation on 1½” metal deck. Flat roof assembly is thermoplastic roof membrane fully-bonded with adhesive on 5/8” gypsum overlayment board with foam adhesive on 5”polyisocyanurate insulation over vapor barrier on 1½” metal deck. New roof is designed per the 2006 International Building Code and 2012 Energy Conservation Code.
- c)Electrical – Modifications designed per the 2012 Electrical Code.
- d)Mechanical – Demolition of existing residential-type HVAC system and installation of 5 new Variable Air Volume Roof-Top Units with new digital controls, modifications to existing chiller and installation of heating water boilers and all mechanical appurtenances, designed per the 2012 Mechanical Code, the 2012 International Energy Conservation Code and 2013 ASHRAE 90.1 and 2011 ASHRAE 189.1.
- e)Plumbing – Designed changes per the 2012 Plumbing Code
- f)Fire Management – New fire sprinkler system to be installed and fire alarm system to be replaced per NFPA 13, 24, 72 and 101.
- g)Paths of Egress – Means of egress have been documented in the code review completed per the 2006 International Building Code
- h)Safely managed hazardous materials – Asbestos abatement in affected areas will occur prior to the construction project. Abatement activities are specified to be per Title 29, Sections 1910.1001, 1910.134, 1926, 1910.2 and 1920.1200; Title 40 Code of Federal Regulations Part 61 Subparts A and M, and National Emission Standard for Asbestos 1.5.2.3 Emissions Standards for Asbestos, Regulation No. 8 Colorado Air Quality Control; and U.S Department of Transportation Hazardous Substance Title 2.
- i)Security – Card access/visitor identification, security camera and intrusion detection systems are being replaced as part of this project. In addition, wireless signal repeaters are being installed to support upgraded emergency communications.
- j)Health Code Standards – Project does not contain renovations to areas governed by health code standards.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

With a total of 2.2 million square feet in all District facilities and annual maintenance/capital reserve spending totalling \$3.1 million, pro rata capital spending for Runyon ES (50,404 square feet) averages approximately \$71,000 per annum. Preference for higher-quality building systems with longer life expectancies, combined with a consistent long-term record of diligent maintenance and repair to extend the typical operating life for capital equipment by 50% or more, assures optimum life for facilities projects throughout the District.

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If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

Runyon Elementary School was constructed in 1969, using residential construction techniques to complement the residential neighborhood where it is located. The school is constructed primarily of wood, using wood stud walls and a wood truss roof system. There have been numerous upgrades, remodels and two additions over the years.

Current Grant Request:	\$2,923,092.70	CDE Minimum Match %:	75
Current Applicant Match:	\$8,769,278.10	Actual Match % Provided:	75
Current Project Request:	\$11,692,370.80	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$11,692,370.80	Escalation %	0
Affected Sq Ft:	50,404	Historical Adverse Effect?	No
Affected Pupils:	471	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$232	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$24,825	Who owns the Facility?	District
Sq Ft Per Pupil:	107	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2013 Bond Proceeds		NA	

District FTE Count:	14,482	Bonded Debt Approved:	\$80,000,000
Assessed Valuation:	\$1,289,739,756	Year(s) Bond Approved:	13
PPAV:	\$89,058	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$20,222,942	Year(s) Bond Failed:	
Median Household Income:	\$69,135	Outstanding Bonded Debt:	\$157,095,000
Free Reduced Lunch %:	20.97	Total Bond Capacity:	\$257,947,951
Existing Bond Mill Levy:	8.497	Bond Capacity Remaining:	\$100,852,951
Five Year Change in Buildings to Current Revenues %:	1.44		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	136.24		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	57.94		
Charter School Capital Construction Funding:	\$0.00		

• **Facilities Impacted by this Grant Application** •

Lotus School for Excellence - Health/ Safety Upgrades - 1980

School Name: Lotus School for Excellence

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	83,000
Replacement Value:	\$24,662,584
Condition Budget:	\$15,051,941
Total FCI:	61.03%
Energy Budget:	\$0
Suitability Budget:	\$7,989,600
Total RSLI:	10%
Total CFI:	93.4%
Condition Score: (60%)	2.87
Energy Score: (0%)	1.53
Suitability Score: (40%)	3.29
School Score:	3.04



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Applicant Name: Lotus School for Excellence

County: ARAPAHOE

Project Title: Health/ Safety Upgrades

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|---|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Plumbing Fixtures |

General Information About the District / School, and Information About the Affected Facilities:

Lotus School for Excellence (LSE) is a K-12 public charter school chartered through Aurora Public Schools (District Adams-Arapahoe 28j.) The school was established in 2006 with an enrollment of 68 students and has grown to serve 764 very diverse students with a rigorous curriculum focused on the S.T.E.A.M (science, technology, engineering, arts, and math) disciplines. The founding team of parents, educators, scientists, engineers and community members recognized a lack of rigorous and effective math, science and technology education and career preparation for Aurora students. LSE aims to provide high quality academic, professional, and applied technology learning opportunities to advance the intellectual, cultural, social, and economic well-being of the citizens of Aurora and the surrounding communities.

Lotus School for Excellence provides an effective education in one of the most diverse and economically challenged areas of Aurora. Of the 764 students currently enrolled at LSE, 72% qualify for free or reduced price lunch. The school maintains a waitlist of 252 students (current as of 02/23/2015). LSE received a "Performance" rating in 2014, the highest ranking available from the Aurora School District Performance Framework, and LSE students have outperformed district averages based on TCAP scores for each of the past three years. LSE student have been highly successful, specifically in the fields of science, math, engineering and robotics. The school offers Project Lead the Way (PLTW) curriculum, which allows students to apply engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Several LSE students have been recognized with awards at such competitions as MathCounts and FIRST Robotics.

When LSE was founded in 2006, the school occupied space in the Community College of Aurora Lowry Campus. As demand for a Lotus education grew, LSE rented classroom space at the Aurora First Assembly of God Church at East Alameda Avenue in Aurora. In 2009, LSE purchased this facility from the church, and the school still operates at this location today. This 83,000 square foot facility was constructed in 1980 and despite many accommodations to adapt the space for instructional use, much of the infrastructure and maintenance systems are outdated and in need of repair. The school has continued to upgrade its facility as the operating budget allows.

Deficiencies Associated with this Project:

DEFICIENCY #1 – Science Laboratories lack important health and safety measures and create crowded and unsafe learning environments for students and staff.

LSE is a S.T.E.A.M. school largely focused on applying science, engineering and technology in laboratory settings. Therefore, LSE students spend a great deal of instructional time in science labs. LSE offers a number of Advanced Placement and PLTW courses in the science, technology and engineering disciplines, and this curriculums require lab work. Currently, lab spaces at LSE are significantly inadequate to safely and effectively deliver on necessary instruction and experimentation. Classrooms utilized as labs are significantly smaller than minimum size requirements suggested in the Colorado Department of Education's Public School Construction Guidelines. At LSE, classrooms used in physics and physical science, chemistry, biology, environmental science, robotics and engineering range in size from 450 square feet to 600 square feet.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Public School Construction guidelines state that a minimum size for “exploratory spaces,” including science labs, should be 675 square feet (CDE Division of Public School Construction Assistance; space requirements Copyright 2014 Cuningham Group Architecture, Inc.) For high school science labs, space allowance should be 44 square feet per pupil. With class size averaging 26 students at LSE, classroom spaces in which lab work is happening are extremely cramped. These crowded classroom conditions cause a safety threat, as students do not have adequate room to conduct experiments which require care, precision and in certain cases, chemicals. In fact, a recent report by the National Science Teachers Association Safety Advisory Board Overcrowding in the Instructional Space states: “Overcrowding in science classrooms is the number one concern among science teachers” (NSTA Safety Advisory Board, 2014) and this report cites a great deal of research to support this statement. The NSTA also reports that: “Stephenson et al. (2003) and West and Kennedy (2014) also identified a statistically significant correlation between space per student and the frequency of incidents and accidents in the science classroom. (Attachment A indicates a graph supporting this statement.) Students conducting science activities often work with equipment and chemicals/biologicals/physicals that pose safety risks, especially if not handled properly. Handling science equipment and chemicals safely requires sufficient individual work space.”

Classrooms which are currently used for engineering and robotics at LSE are extremely cramped, averaging 450 square feet for classes with up to 26 high school students. In addition, due to plumbing problems throughout the building (detailed in Deficiency #2) these classrooms have frequently experienced water damage and flooding. These leaks and water-damaged carpet and equipment pose health and safety concerns for students and staff.

Perhaps even more alarming than overcrowding however, is the lack of adequate safety measures in each of the current science and technology classroom spaces at LSE. Instructional spaces lack basic safety measures conforming to the American National Standards Institute (ANSI). Chemistry, biology and physics classrooms lack eyewash stations, emergency safety showers and fume hoods which would allow for proper ventilation in the case of students experimenting with chemicals and gasses.

Storage of science supplies and chemicals is also a safety concern. Teachers at LSE struggle to find safe spaces in which to store these supplies.

As a S.T.E.A.M school, the lack of adequate laboratory spaces seriously hinders LSE in its mission to provide applied science and technology education. However, more importantly, these inadequate lab spaces create significant health and safety concerns for students and staff. Students and teachers at science labs across the country are injured in laboratory accidents each year, and in fact, the Denver area recently had a case of a student who was badly burned in a lab fire in 2014 (Chemistry Lab Fire Burns Students at Denver School, Associated Press, 2014.) While LSE does everything it can to ensure student safety, including staff training and safe handling of chemicals, it is imperative to have every precaution and safety measure available in responding to student injury or accidents.

DEFICIENCY #2 – Bathroom spaces are original to the building and create unsanitary conditions and resulting health concerns.

Bathroom finishes and fixtures at LSE have not been renovated since the building was constructed in 1980. Plumbing fixtures are badly in need of repair, and drainage problems are persistent at the school. Back-ups and water leaks from bathrooms are common and create ceiling damage, carpet damage and damaged equipment. (Examples of this damage can be seen in the photos accompanying this grant request.) Leaks have frequently damaged science instruction spaces, computers and equipment. Ceiling leaks create damp carpets, damage and potential for slip and fall accidents.

Plumbing fixtures are original to the building and broken toilets, urinals and sinks are a reoccurring problem. Aging fixtures such as overflowing toilets and broken sinks create unsanitary conditions, foul odors and clogged toilets. While LSE does its best to maintain cleanliness in its restrooms, recurring problems lead to unsanitary conditions and health concerns.

DEFICIENCY #3 – The main elementary school entrance lacks a security vestibule, creating a safety concern.

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LSE works diligently to put school safety measures in place. However, the main entrance to the elementary school portion of the building lacks a double-entry door system, a serious deficiency in the safety and security measures of the school. In fact, CDE's Public School Construction Guidelines indicate: "Where appropriate, buildings shall employ double entry door designs that provide a secured area for visitors to authenticate and gain clearance. Known as "man traps", security vestibules solve several common security issues such as students opening doors for visitors, visitors bypassing check-in points, direct access to the interior from attackers, piggy-back entrances, and propped doors" (section 4.1.9.3.)

LSE holds student and staff safety as its first priority. The lack of a vestibule at a main building entrance is a severe deficiency in the school's building security.

Proposed Solution to Address the Deficiencies Stated Above:

Solution #1: With the support of BEST funds, LSE will add adequate and safe laboratory spaces.

A total of 9,285 square feet will be added, on two floors, creating 6 lab spaces which accommodate up to 28 work stations each. These spaces will accommodate instruction in:

- Chemistry and Advanced Placement (AP) Chemistry
- Biology, AP Biology and PLTW Biomedical Science
- Physical Science, Physics and AP Physics
- Life Science, AP Environmental Science and Earth Sciences
- PLTW Engineering
- Robotics

Each of these lab spaces will be approximately 1,100 square feet and will comply with CDE's Public School Construction guidelines. Labs will contain necessary safety measures such as eye wash stations, emergency showers, safe storage, adequate ventilation and fume hoods where appropriate.

This additional instructional space will be made possible by adding an exterior wall to a section of the school that is currently an outdoor courtyard enclosed on three sides. The infill will create new, larger science laboratories to address the significant health and safety concerns that currently exist. Preliminary architectural drawings have been developed for this addition and these plans include preliminary structural engineering notations. All preliminary drawings are attached.

Solution #2 – Restroom facilities throughout the LSE building will be renovated in order to address current unsanitary conditions and the resulting health concerns.

Work to address the health and safety concerns in the bathrooms will include:

- upgrades to drains to eliminate leaks and drainage problems.
- tile demolition and replacement.
- replacement of all fixtures (38 sinks, 43 toilets and 11 urinals in total).

Solution #3 – A second set of doors will be added at the Elementary School entrance, creating a security vestibule to address the safety and security concern which currently exists.

A security vestibule will create the recommended "man trap" as indicated in the CDE's Public School Construction Guidelines. Office administrative staff will be able to clearly see visitors as they enter the building through the double-entry door system, and staff will be able to lock these doors remotely in the case of danger or a threatening situation. This entry system will integrate into the current video-monitoring system in place at LSE.

To ensure a fair and transparent vendor selection process, a Request for Proposals and Qualifications (RFP/Q) will be developed for each project listed. LSE will consult templates provided by the CDE Division of Public School Construction Assistance as it develops the RFP/Qs. The cost estimates of the additional laboratory space have taken into account LEED Gold Certification standards, and the addition would be constructed according to these standards. However, it should be noted that these standards will not apply to the currently existing building structure.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

How Urgent is this Project?

Solutions to the health and safety concerns outlined above are overdue. The space constraints and lack of safety measures in science, engineering and technology instructional space have created unsafe learning environments for middle and high school students. These safety concerns should be remedied as soon as possible, and before a laboratory accident occurs.

The age of the plumbing and plumbing fixtures are beyond expected life and should be replaced as indicated on page 25, Section D2010 of the CDE School Assessment Report for Lotus School for Excellence.

Unfortunately, the urgent need for strong security measures in schools has been made evident in Colorado too many times. Every school in our state should employ the very best security measures, including security vestibules, to keep students and staff safe.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The proposed project will conform to the CDE's Public Schools Construction guidelines.

The proposed new addition (solution #1) will adhere to guidelines 4.1.1 – Sound Building Structures and 4.1.2 Roofs. This proposed laboratory space addition will also comply with all Minimum Occupancy Requirements for Schools; 4.3.1.1.

Plumbing in the building (solution #2) will conform to all guidelines 4.1.5 Plumbing.

The proposed security vestibule (solution #3) will bring LSE into direct compliance with security guidelines 4.1.9.3.1 – Building Vestibules.

Lastly, the proposed project will adhere to the High Performance Certification Program (HPCP), as specified in guidelines 4.4.1.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

LSE will maintain a capital renewal budget at the suggested rate of PPR x \$100. LSE has worked hard to predict student enrollment numbers for the next several years, and the school predicts that enrollment will grow as it has in the past. According to enrollment trends, the school expects that its student population will reach 800 students within the next two to three years.

The Capital Renewal Budget will be funded by the growth in per pupil reimbursement and other sources of income that make up the general operating budget. Energy expenses and repair and maintenance costs for the past several years are indicated below:

	2012	2013	2014		
LEASE PAYMENT	\$598,219	\$598,219	\$446,382		
UTILITIES:	\$88,671	\$68,302	\$75,280		
REPAIR & MAINTENANCE	\$80,733	\$133,490	\$166,947		

Costs related to facilities make up approximately 14% of operating expenses, based on an average over the last three years. LSE will continue to budget appropriately to ensure that facilities are well maintained.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

Lotus School for Excellence (LSE) occupies a building that was formerly used as a church and a church school. LSE purchased this facility in 2009. The building did have classrooms and instructional space at that time. However, enrollment growth at LSE necessitated that additional space be converted to classrooms in subsequent years. The school was structurally sound at the time of purchase, although due to the age of the building, certain mechanical systems have been upgraded.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

The rationale for purchasing the facility was based on the need for a large space that would accommodate the school's rapidly expanding enrollment. Another important rationale was the facility's location in Central Aurora, where the need for additional, high-quality educational choices for the socially and economically diverse population was badly needed.

Current Grant Request:	\$2,406,433.23	CDE Minimum Match %:	21
Current Applicant Match:	\$639,684.78	Actual Match % Provided:	21
Current Project Request:	\$3,046,118.01	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$100.00
Total Project Costs:	\$3,046,118.01	Escalation %	4.5
Affected Sq Ft:	12,783	Historical Adverse Effect?	No
Affected Pupils:	764	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$238	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$3,987	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	17	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
General fund, long-term tax-exempt financing	The Lotus School would seek other leasing opportunities so that the debt service is addressed. As a last resort the facility could be sold to pay the debt.		

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	0
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	94.99
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	100
Charter School Capital Construction Funding:	\$126,496.00



Office of the Superintendent
15701 E. First Ave., Suite 206
Aurora, CO 80011

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February 9, 2015

Ms. Cheryl Honigsberg
Division of Capital Construction Assistance
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, Colorado 80203

Dear Ms. Honigsberg,

Please accept this letter in support of the Lotus School for Excellence application for a Building Excellent Schools Today (BEST) grant. The Aurora Public School District strives to ensure healthy and safe learning environments for all our district's children. BEST funds will significantly assist Lotus School for Excellence in guaranteeing their facility maintains healthy and safe environments for students to learn and thrive.

Further, the mission of Lotus School is to deliver on the promise of high-quality S.T.E.A.M (science, technology, engineering, art and math) education. BEST funds are needed to ensure safe laboratory spaces for students and staff, in support of this mission.

Aurora Public Schools is pleased to support the grant application of Lotus School for Excellence. It is my hope that the Capital Construction Assistance Board looks favorably on this request for funding.

Sincerely,

Rico Munn
Superintendent

• Facilities Impacted by this Grant Application •

Las Animas RE-1 - MS/HS Health Upgrades - Las Animas MS/HS - 1968

School Name: Las Animas MS/HS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	106,905
Replacement Value:	\$33,835,840
Condition Budget:	\$19,933,728
Total FCI:	58.91%
Energy Budget:	\$0
Suitability Budget:	\$1,627,700
Total RSLI:	15%
Total CFI:	63.7%
Condition Score: (60%)	2.94
Energy Score: (0%)	3.18
Suitability Score: (40%)	4.50
School Score:	3.56



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: LAS ANIMAS RE-1

County: BENT

Project Title: MS/HS Health Upgrades

Previous BEST Grant(s) Funded: 4

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Las Animas School District, RE-1 is located in the Arkansas River Valley in the Southeast region of Colorado, in Bent County. The character of the community changed from one with balanced economic diversity to one that became predominantly low income. The town has decreased in size. These changes in the local population and employment opportunities continue to result in declining student enrollment and high poverty rate.

The district consists of two campuses and three school buildings. Enrollment has steadily decreased and is now approximately 471 district wide. The district's free and reduced lunch rate is 79% district wide. The school district provides full day funding for kindergarten aged students and the district provides the Early Jump Start Program. The Early Head Start Program supports a full day program and a half day program.

The impact on the school district over the past five years is a 40% decline in revenue. To accommodate the revenue declines, the district continues to dip into reserves to maintain programs and teachers for core subject areas at the elementary and secondary levels. The district no longer offers courses in music, full day elementary art and vocational programs at the high school level. The district cut the maintenance director's position for a number of years. As do many rural districts, Las Animas operates on a four day week for the purpose of managing limited resources.

The East wing of the high school building is the affected area needing renovation of the HVAC system. The East wing of the building consists of a kitchen, cafeteria-auditorium, gymnasium, locker rooms, music classroom, wrestling room, fitness room, and a main corridor. The east wing is heated with unit heaters and heating ventilator units that appear to be original 1966 vintage equipment that greatly exceeds anticipated life spans. There is currently no cooling or dehumidification capabilities in the east wing of the building, and it appears that ventilation (outside air) quantities are insufficient to meet current indoor air quality standards.

The district hired a maintenance director in 2012. The overall condition of buildings and general maintenance needs were not being met. The district has a set aside capital projects fund of \$268,000 for building improvements. This year the district purchased the service of RTA and Associates to perform an updated Facility Master Plan. The Plan is being used to assist the district in developing both short and long term goals to improve facilities and address life safety issues. The Facility Master Plan process involved community leaders, parents, school board members and school district administration.

Deficiencies Associated with this Project:

The identified deficiency is the East wing of the high school building. The west wing of the building is primarily classroom space and is heated/cooled by unitary geothermal heat pump systems. Heat is rejected to the 8' deep horizontal (300' long) geothermal field to the west of the high school building. The original hydronic HVAC systems were removed in 2008 and

BEST FY2015-16 GRANT APPLICATION SUMMARIES

replaced with this geothermal system. Much of the original hydronic load has been removed from the school's boiler system, leaving the boiler system over-sized for the remaining heating load.

The East wing of the building consists of a gymnasium, locker rooms, music classroom, kitchen, wrestling room, fitness room, and a main corridor. The East wing is heated with unit heaters and heating ventilator units that appear to be original 1966 vintage equipment that greatly exceeds anticipated life spans. There is currently no cooling or dehumidification capabilities in the east wing of the building, and it appears that ventilation (outside air) quantities are insufficient to meet current indoor air quality standards. Parts are not readily available to repair existing original unit heaters. The hydronic piping and accessories that remain in the building appear corroded and evidence of leaks are prevalent. Original pneumatic controls still operate the heating components but do not afford facilities/maintenance staff feedback, scheduling, or precision in control.

Proposed Solution to Address the Deficiencies Stated Above:

In order to provide improved thermal and air quality conditions to the students, it is recommended to remove all of the old, obsolete heating and ventilation equipment that currently serves the approximately 33,000 square foot east wing of the high school. All corresponding electrical, hydronic piping, boiler natural gas piping, and pneumatic controls will be removed as well. The existing hydronic boiler system, pumps, and accessories will be demolished. A smaller boiler system including a new pump and all necessary accessories will be installed in the boiler room to serve the existing greenhouse radiant slab. New energy efficient, ASHRAE 90.1 compliant packaged gas/electric rooftop units will be installed to provide cooling, dehumidifying, heating, and ventilation for the building. The packaged equipment will be furnished with roof curbs, economizers for free cooling, and powered relief components. A web-based control system will allow facilities/maintenance to monitor system operation and be notified of alarms. New natural gas piping will be routed from the existing meter to the various rooftop locations. CO2 sensors will be integrated into high occupancy spaces to allow for a simple demand controlled ventilation strategy that will reduce energy for conditioning outside air during low occupancy and increase ventilation when spaces are full to provide optimal indoor air quality. Electric unit heaters will be required at entry vestibules. Electrical modifications will be required to serve new mechanical equipment. Provide a properly sized 240V, 3 pole, NEMA 3R fusible disconnect switch and associated branch circuit for each new RTU to a new 3 phase, 4 wire, 120/208V panel board. Connect the new panel board to a new 3 phase, 4 wire, 120/208V switchboard. The new switchboard is to replace the existing outdated, 1600 amp switchboard. The new switchboard is to contain branch circuit breakers to match existing sizes for connection of existing branch loads. Remove in its entirety the existing 1600 amp switchboard and associated feeder. Provide new copper feeder to existing pad mount transformer. Provide a properly sized 240V, 3 pole, NEMA 1 fusible disconnect switch and associated branch circuit for each electric unit heater and connect to the new 600 amp, 3 phase, 4 wire, 120/208V panel board. Provide 120V power branch circuit to new Boiler control. Provide a new addressable duct detector for each RTU. Connect to existing fire alarm control panel. Provide updated programming on existing fire alarm control panel as required. Remove existing electrical connections from the existing HVAC equipment that is being removed.

How Urgent is this Project?

The renovation of the East wing of the high school is the first phase of a long term goal to address an aging high school building. The High School East Side HVAC renovation is one phase of a plan to renovate and build new to create an effective secondary school that combines grades 7 through 12 in one main campus. The East wing will be the portion that will be renovated and the West wing will be removed. New construction plans link the East wing with the existing 1998 junior high building with a new media center and administration offices and two new classroom pods that will house the junior high grades. High school students will move into the current junior high building and that will become the new high school section of the combined building. A schematic shows the final design in the Facility Master Plan. Though the district has a little over a million dollars in reserves, it is well below what is need to build a combined campus. However, the goal is to use BEST dollars to begin the first phase of renovation and spend down the contingency reserve. The Facility Master Plan Committee agreed that getting voter support for a bond election passed for new construction would depend on the district showing a good faith effort to improve the school district. The district would have to pass a bond to complete the construction of the new portions of the combined building. Additionally, the financial forecast in school finance for the years of 2016-17 and 2017-18 is looking dismal for school districts. If we are going to be able to build without passing a bond, it will have to be now while we have the reserve to do it.

How Does this Project Conform with the Public School Facility Construction Guidelines?

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Although this renovation project will be designed according to high performance design criteria, certification should not be required due to the following criteria outlined in the HPCP program which does not apply: 1) In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the building. The estimated total cost of the renovation project is \$2.05 million dollars. The value of the building according to the state assessment report is \$32 million for the combined Middle School / High School and including the old middle school. The value of the High School building individually is approximately \$19 million. The value of the renovation project is only about 11% of the building value.

The renovation project at Las Animas High School is limited to an HVAC replacement in a portion of the building plus insulation replacement in the gymnasium. The project will be designed for reduced energy usage by employing high efficiency HVAC units complying with current energy codes at areas where mechanical systems are to be replaced.

Based on the criteria outlined above and the limited project scope, we are requesting that the HPCP requirement be waived for this project. It is understood that the project will meet the intent of the HPCP program in limited areas and on systems that are included in the renovation project.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The maintenance for this capital construction project will be funded from the existing maintenance budget. The maintenance program will be updated to reflect the removal of the boiler and HVAC terminal package units and the addition of the new HVAC equipment. The portion of the maintenance budget used to maintain the hot water boiler and terminal package units for the East wing of the high school will be used for maintaining the new HVAC system and its new components. New HVAC maintenance items such as filter replacement, belt tightening/replacement, clean and inspect component repairs as necessary, and occasional rebalancing as required would be included in this budget. In addition, the portion of the janitorial budget used to care for the East wing of the high school will still be used for the newly renovated areas of the high school East wing and would be sufficient for maintaining the gym floor, bleachers, and other remodeled areas in like new condition.

The District tries to set aside \$100,000.00 yearly to our capital construction budget with the majority of the funds designated to various capital renewal projects. If necessary, or required, the district can create a capital construction category would track the renewal budget for this project.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The current Las Animas High School opened in 1968. It was designed to hold a population of 450 students. At that time the school district passed a bond to purchase the building. The building is forty-seven years old.

Current Grant Request:	\$1,603,896.06	CDE Minimum Match %:	41
Current Applicant Match:	\$452,380.94	Actual Match % Provided:	22
Current Project Request:	\$2,056,277.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$2,056,277.00	Escalation %	5
Affected Sq Ft:	30,483	Historical Adverse Effect?	No
Affected Pupils:	187	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$67	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$10,996	Who owns the Facility?	District

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Sq Ft Per Pupil:	163	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund and Capital Projects Fund		NA	

District FTE Count:	440	Bonded Debt Approved:	
Assessed Valuation:	\$55,254,770	Year(s) Bond Approved:	
PPAV:	\$125,436	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,505,878	Year(s) Bond Failed:	
Median Household Income:	\$35,328	Outstanding Bonded Debt:	\$1,465,000
Free Reduced Lunch %:	78.28	Total Bond Capacity:	\$11,050,954
Existing Bond Mill Levy:	3.356	Bond Capacity Remaining:	\$9,585,954
Five Year Change in Buildings to Current Revenues %:	10.17		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	286.81		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	96.79		
Charter School Capital Construction Funding:	\$0.00		



Division of Capital Construction

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

Las Animas School District is requesting a reduction of the matching contribution in order to support the goals of the recently Facility Master Plan. The district contracted with RTA Associates to complete a comprehensive five to seven year Facility Master Plan. The Plan is used to assist the district in developing both short and long term goals to improve facilities and address life safety issues. The Facility Master Plan process involved community leaders, parents, school board members and school district administration.

The waiver is being requested because the High School East Side HVAC renovation is one phase of a plan to renovate and build new to create an effective secondary school that combines grades 7 through 12 into one main campus. The East wing will be the portion that will be renovated and the West wing will be removed. New construction plans link the East wing and the existing 1998 junior high building with a new media center and administration offices and two new classroom pods that will house the junior high grades. High school students will move into the current junior high building and that will become the new high school section of the combined building. A schematic shows the final design in the Facility Master Plan.

Though the district has a little over a million dollars in reserves, all below the funds needed to build a combined campus. However, the goal is to use BEST dollars to begin the first phase of renovation and spend down the contingency reserve. The Facility Master Plan Committee agreed that getting voter support for a bond election passed for new construction would depend on the district showing a good faith effort to improve the school district. The district would have to pass a bond to complete the construction of the new portions of the combined building.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

The projected total cost of the High School-East Side HVAC Replacement is \$2.056 million. The current BEST match percentage for the district is 41%. This calculates the district share to be at approximately \$844,000. That total match constitutes 41% of the total reserve for the school district. This would limit the district's ability to complete current projects that address life safety issues needing immediate attention at our football field facility. In addition, it would place the district's reserve dangerously low. This would limit the district's ability to address emergencies that may arise with facilities, staff or educational programs.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

The school facilities are used a great deal in our small community. We have an interagency agreement to share resources with the City of Las Animas, Bent County Recreation League and Las Animas School District. This allows us to pool our resources to improve our school, community and county. The school district actively participates with numerous community boards. The district has communicated to these boards and organizations the need to pass a bond election in the future. The challenge in our small community is to ensure that we do not pursue bond initiatives at the same time. We are partnering with the Bent County Recreation League to support a mill levy increase for the Historical Society and Recreation League. We hope to create a sense that we are all in this together to challenge our voters to support improvements in our community.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

The district's per pupil funding after the negative factor is \$7,521.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

The median household income for Bent County is \$37,340. This is approximately \$20,000 less than the state median income of \$58,433.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

Las Animas School District consistently has a 79% free and reduced lunch rate. That is 37% higher than the state's 42% average for free and reduce lunch rates.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

The school district has not pursued a bond election within the last 10 years. The most recent voter approved bond mill levy increase was in 2001, for the construction of a new elementary building. The district had attempted two previous bond elections before getting the 2001 bond to pass. The first was in 1995 and the second in 1999. The 2001 bond election passed due to the issue of the imminent condemning of the 1896 elementary building. The school district did not pursue a bond mill levy increase for the construction of the junior high building. The district paid for the construction of the building in 1998.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

The Las Animas School District Property Tax Mill Levy was based on the current assessed valuation of \$55,254,770. The total program mill levy will be 19.498 mills with an abatement of .0007 mills and an additional bond redemption fund of 3.329 mills. This brings the total district mill levy to 22.834 mills.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the lower the match.

As reported in the Facility Master Plan the district has \$19.2 million available bonding capacity.

10. The school district's unreserved fund balance as it relates to their overall budget.

The school district's unreserved fund balance is \$1.041 million.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Las Animas School District, like many other small districts, labors over spending down contingencies when enrollment continues to decline and state share funding continues to be minimal increases. The school board has decided to maintain educational programs. The district dipped into the contingency reserve over \$460,000 this current fiscal year to compensate for declining enrollment and additional district construction projects. Additionally, the financial forecast in school finance for the years of 2016-17 and 2017-18 is looking dismal for school districts. If we are going to be able to build without passing a bond, it will have to be now while we have the reserve to do it.

• Facilities Impacted by this Grant Application •

North Conejos RE-1J - District Wide Security Upgrade - Centauri MS - 1992

School Name: Centauri MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	39,300
Replacement Value:	\$10,765,716
Condition Budget:	\$4,454,267
Total FCI:	41.37%
Energy Budget:	\$0
Suitability Budget:	\$540,000
Total RSLI:	12%
Total CFI:	46.4%
Condition Score: (60%)	3.35
Energy Score: (0%)	1.25
Suitability Score: (40%)	4.50
School Score:	3.81



North Conejos RE-1J - District Wide Security Upgrade - Centauri HS - 1964

School Name: Centauri HS

Number of Buildings:	5
All or Portion built by WPA:	No
Gross Area (SF):	66,900
Replacement Value:	\$19,670,144
Condition Budget:	\$10,889,780
Total FCI:	55.36%
Energy Budget:	\$23,415
Suitability Budget:	\$1,257,500
Total RSLI:	9%
Total CFI:	61.9%
Condition Score: (60%)	3.06
Energy Score: (0%)	1.82
Suitability Score: (40%)	4.30
School Score:	3.55



• Facilities Impacted by this Grant Application •

North Conejos RE-1J - District Wide Security Upgrade - La Jara ES - 1937

School Name: La Jara ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	38,200
Replacement Value:	\$9,959,880
Condition Budget:	\$5,782,303
Total FCI:	58.06%
Energy Budget:	\$0
Suitability Budget:	\$2,755,700
Total RSLI:	11%
Total CFI:	85.7%
Condition Score: (60%)	3.04
Energy Score: (0%)	2.50
Suitability Score: (40%)	3.69
School Score:	3.30



North Conejos RE-1J - District Wide Security Upgrade - Manassa ES - 1964

School Name: Manassa ES

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	25,800
Replacement Value:	\$6,273,693
Condition Budget:	\$4,329,575
Total FCI:	69.01%
Energy Budget:	\$9,030
Suitability Budget:	\$761,400
Total RSLI:	8%
Total CFI:	81.3%
Condition Score: (60%)	3.12
Energy Score: (0%)	1.59
Suitability Score: (40%)	4.00
School Score:	3.47



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Applicant Name: NORTH CONEJOS RE-1J

County: CONEJOS

Project Title: District Wide Security Upgrade

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Access Control |

General Information About the District / School, and Information About the Affected Facilities:

The NCS D has served the community since 1965. Our main campus contains the District Offices, HS (with Vocation Technology) our MS buildings and is centrally located between La Jar ES (north) and Manassa ES (south), a distance of approx. 10-miles. For this Grant, we are considering improvements to all our buildings.

Our buildings have limited/inconsistent surveillance equipment (audio or video); some have no equipment at all. Locked doors are our prevention and barrier; there is no controlled access within our core admin offices. Public functions such as parent teacher, open house, sporting and social events rely on doors being unlocked and supervised. At event conclusion, a manual relock to secure the perimeter is done. There is little to no public signage or way-finding in place at any of our buildings. Our Admin. building is not connected to any of our school buildings other than through telephone.

A security upgrade will focus on the daily activities of our students and staff access; improving the building entry conditions necessary for today's challenges. Many of our "core" admin. areas are far from the primary entrance, blind or have limited sight lines. Planning criteria used for security and access control in new school design simply has not been implemented here. None of our perimeter access points are connected to a system that would alert an open position; a slightly propped open door would go unnoticed. After school, we rely on our maintenance staff to "check the doors" at night.

Within the HS, MS and Manassa ES, the central halls contain some video. The halls of La Jara ES, the HSI VoTech, Manassa Gym and much of our Admin/Band building have little to no video monitoring. Other than the MS, our intercom system (though functioning) is not reliable and in some buildings is well beyond service life. We need to protect our students, staff and facility with a higher level of electronic support proposed with this application.

NCS D has a very high percentage of students eligible for a free and reduced lunch; at 66% and nearly 10% of the student's receive special education services. An additional 1% are identified as English language learners and nine percent (9%) received mental health services. If all referrals made by our schools were granted by parent permission the percentage would be as high as 12%.

The County we serve has one of the highest poverty and illiteracy levels in the state. A recent survey conducted by the County Prevention Partners shows a rise in drug use among students. These students face threats and dangers due to the surrounding environment. CO State Patrol designates Highway 285 as a major drug trafficking route.

Some District families are living a poor quality of life amidst desperate measures. With an abundance of prairie area within our District boundary, a number of families squat in campers without running water or utilities. We have students who receive their only shower and hot meal of the day from our school. Some students are transient and display an appearance that they are running from something. This is a safety threat because many times they are in our building and enrolled before

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we really have adequate time to perform an assessment of them.

The District's location also creates a security threat due to the response time of onsite arrival of emergency responders in a crisis situation. The Sheriff's Office is twenty miles away and while there may be a sheriff or deputy in the area, there is no structured schedule. We recognize that creating a more secure school may not deter in impede an event from happening, but it may allow additional time for help to reach us. There is no SRO in our District.

We are making this request to improve our position on both a facility specific and district-wide basis, by improving the security systems and enhancing the control/communication of entrance points in each facility as well as bringing a consistent program to our District.

Deficiencies Associated with this Project:

The primary point of concern is the absolute absence of any structured access system at any of the facilities in any manner that would remotely provide any screening method with respect to preventing immediate and easy access to our students and staff. Central offices are not visually connected with the access points in any of the facilities by proximately or through a system of video surveillance/audio link. In any of our facilities, a person intent to kill or harm can penetrate our facilities easily to a distance of at least 20 yards before any main office could detect a threat. At the immediate time, our own students or if a staff member happens to visually see a threat is the only alert that danger is present, and by the depth of that threat proximity wise, the threat cannot be screened and cannot be prevented.

The possibility to be alerted through any security system is not feasible as there are no connections of our perimeter doors except periodical and random checks by our one-per-facility maintenance staff. Thus, if a door is not secured manually, no assurance exists whatsoever with respect to someone entering our schools through any door on the perimeter of each school. No alert will sound in any manner if someone exists or enters as no audio connection to a given building's main office is present. With no alert or audio connection ability to a centralized control point, there is no signage that would indicate so and hence, the lone and sporadic manual check is currently utilized to prevent breeches of access to our kids.

Several of our facilities and support structures have no resemblance of preventative or alerting security features. No public announcement equipment or alert announcement system is to be seen in our HS Vocational Tech building's four factions, our Manassa Elementary Gym, separated from the main elementary school as is, has no alert system and no PA system and is visually isolated leaving a lone teacher with above average class sizes remote from operative security and currently utilizes cell service for communication, and a manually locking mechanism in best efforts to ensure kids' safety. Our band and choir room has two entrances, both of which are to be manually secured by one teacher with average class sizes of thirty-eight students is left to lock doors, allowing entrance on a knock-on-door basis. No communicative system exists in the form of a public announcement system or emergency alert notification method, other than cell phone or a manual telephone line that is present inside an isolated office; if a band and/or choir is playing, no one will be able to hear that method.

Each of our other facilities have a varied level of communicative systems and ability. Schools have acquired portable radio communication radios at their own expense but connectivity is an issue in this rural setting. One building, CMS has a functional public announcement system, however all others have either a system that partially functions (some announcements can be received but cannot be issued with current equipment) to systems that are so poor the announcement would not be heard if any reasonable working level noise existed, to the absence of any communication possible as it simply is not there to be utilized. Thus, some facilities need an upgrade, some need replaced, and yet we have facilities with no emergency alert notification systems or communicative PA systems installed even at the archaic level.

Our preventative and immediate access control, as a result, is so impaired that an inadequacy of reasonable protection exists, even on a rudimentary scale.

Proposed Solution to Address the Deficiencies Stated Above:

The District's intent of this scope of work is to standardize all door positions with alarm contacts; the main or primary entrance at each facility will have audio, video and signage to allow our staff to monitor that entrance adequately from their offices.

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In addition, the central administration areas of all our school buildings would be redesigned (within existing footprints) to offer adequate visual connection (line of sight) to the buildings primary entrance. The improved layout would strengthen the connection of admin core staff to each school's main halls. Several buildings that are not currently connected (or lack) the PA and EAN systems would now be connected to the main administration office of each campus. Reliance on portable devices would be removed.

Student access between buildings (not always the public's primary access) would be improved with video/audio and access control removing reliance of others to "Let Them In". Staff and student interruptions would be eliminated.

How Urgent is this Project?

Our facilities are currently without adequate security equipment and systems to protect the occupants within. With a National increase in school violence reaching headlines monthly, our District is running on "borrowed" time and should be protected. Should a major security breach become local to our facility, the damage could be catastrophic.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Our grant request proposes to return the existing construction back to PSCG conformity under Articles 3.1.9 and 4.1.9.

Art. 3.1.9. The District acknowledges that the work proposed within the application must be submitted and approved by CDPS and will meet/comply with the code(s) criteria current for that agency.

Art. 4.1.9. Our District structures lack adequate and common security measures in all buildings. Each structure has partial levels of security protection, but none are complete and fully compliant.

4.1.9.1. Video Management Systems (VMS) . The current equipment is not consistent within our buildings and several structures have no level of video protection. We currently offer a single hub for video monitoring which is not always staffed and said video recordings are managed and documented. Our VMS is not "directly" integrated into our building EAN, in fact, several of our structures lack intercom, PA and EAN support.

4.1.9.2. Controlled Access. Our method of access control is a locked point of entry. The door and frame construction (though not consistent) has proved adequate with the exception of several doors at La Jara ES. Many of our controlled access points lack any type of automated access control.

4.1.9.3. Front Door Security. Only our MS building contains the core elements for a man-trap; all other doors are single entry designs. Many of these entry locations are supported by a single video camera for surveillance recording. None of the main entry doors (or any other facility access point) contain a method of contact alarm to alert someone that the door is propped open. We rely on manual control only. All of our facilities lack proper line of sight from the building primary entry.

4.1.9.4. Door lock/intrusion protection. There is no current door lock protection hardware on our exterior openings. A building wide motion detection system (operational on nights and inactive weekends) provides our only means of instruction security.

4.1.9.5. Event Alerting and notification (EAN) system. Our building's lack adequate equipment and coverage to support this system.

The current District conditions offer an antiquated and incomplete security system to protect the students, staff and general public. The intended general construction and electronic improvements throughout the District will improve and correct these deficiencies at these sites. It will allow the District to comply with the safety needs expected of the vital element serving this rural community.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District has historically performed an impressive job of maintaining its existing facilities (including the specific systems) under consideration within this grant request. However, the security system has never been viewed "district wide" and current conditions warrant the time and effort to create a standard. It must be addressed globally throughout the District,

BEST FY2015-16 GRANT APPLICATION SUMMARIES

vs. a fix here and a fix there. The current level of maintenance staff needed to upgrade and/or expand these systems is beyond normal and customary; warranting this request for financial support and having the work out-sourced.

It is the intent of the District to provide adequate resources necessary to sustain these new improvements. Through cooperation with the primary product manufacturer and system warranties as well as those independent warranties from the misc. installers, the District staff will be an active part of the required general maintenance.

The District will commit to following the preventative maintenance measures recommended by the security systems manufacturer and installer. At the conclusion of construction, a full Owner's Manual and training will be requested by the District. The systems manufacturer, installer, designer and District staff will require and perform a warranty-walk and inspect the completed project after the first year of service.

The equipment provided with this grant should support our needs for the next decade. With the ever increasing demand for improved technology, the "backbone" components will most likely operate through its projected service life, but the "bells and whistles" will need to be upgrade during that lifespan. With at least a minimum of 5-years before technology improvements overcome what is installed, the District will begin at year Six, to perform another evaluation of the current system and prepare a level of financial commitment to ensure adequate funds are allocated to upgrade and extend the system's "service life" before expiration.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The North Conejos School District has served the community since 1965. Our primary campus contains the District Offices, High School and Middle School buildings and is near centrally located between La Jar ES (to the north) and Manassa ES (to the south), a distance of approx. 10-miles. Our District buildings have had a number of maintenance upgrades and several have been added to. However, most are at (or near) their original design layout and construction condition.

To some, we are known as the "Knock-Knock" District; since that is the primary way students and public access our buildings. Students rely on other students to "leave the door open" to enter a building or a staffer must be interrupted to let someone in our front doors.

A security upgrade will focus on the daily activities of our students and staff access and improve the building entry conditions necessary for today's challenges. Each of our buildings has some security component; whether it is partial video coverage, intercom and/or a public address system. However, there is no consistency within our District and many of our "core" administration areas are far from the primary entrance, blind or have limited view access. The planning criteria used for security and access in new school design simply have not been implemented here. With decades of service to the community, conditions have changed since these buildings were originally constructed and programmed. This Security Upgrade would correct many of those deficiencies.

NCSD has a very high percentage of students eligible for a free and reduced lunch in the State at 66%. Nearly 10% of the student's receive special education services; an additional 1% are identified as English language learners. Nine percent (9%) of our student body receives mental health services and if all referrals made by our schools were granted by parent permission the percentage would be as high as 12%. The County we serve has one of the highest poverty and illiteracy levels in the state. A recent survey conducted by the County Prevention Partners show a rise in drug use among students.

Our students face unique threats and dangers due to the surrounding environment and the location of their school. Colorado State Patrol designates State Highway 285 as a major drug trafficking route. Some District families are living a poor quality of life amidst desperate measures. With an abundance of prairie area within our District boundary, a number of families squat in campers without running water or utilities. We have students who receive their only shower and hot meal of the day from our schools. Some students are transient and display an appearance that they are running from something. This is a safety threat because many times they are in our building and enrolled in school before we really have adequate time to perform an individual assessment of them.

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The District's rural location also creates a security threat due to the lack of local emergency responders in a crisis situation. The County Sheriff's Office is located twenty miles away offering little immediate support if it became necessary. There is no school Resource Officer in our District.

We are making this request to improve our position on both the facility specific and district-wide basis, by improving the security systems and enhancing the entrance points in our facility. This grant can offer a level of security (and safety) to our students and staff that best aligns with our current needs and conditions we face every day.

Current Grant Request:	\$373,200.85	CDE Minimum Match %:	45
Current Applicant Match:	\$305,346.15	Actual Match % Provided:	45
Current Project Request:	\$678,547.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$678,547.00	Escalation %	3.25
Affected Sq Ft:	170,200	Historical Adverse Effect?	No
Affected Pupils:	964	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$4	Is a Master Plan Complete?	No
Cost Per Pupil:	\$704	Who owns the Facility?	District
Sq Ft Per Pupil:	177	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		N/A	

District FTE Count:	934	Bonded Debt Approved:	
Assessed Valuation:	\$27,947,662	Year(s) Bond Approved:	
PPAV:	\$29,923	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$4,129,293	Year(s) Bond Failed:	
Median Household Income:	\$33,686	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	64.48	Total Bond Capacity:	\$5,589,532
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$5,589,532
Five Year Change in Buildings to Current Revenues %:	7.71		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	118.16		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	0		
Charter School Capital Construction Funding:	\$0.00		



COLORADO

State Patrol

Department of Public Safety

Troop 5B – San Luis Valley
3110 1st Street
Alamosa, CO 81101

To Whom It May Concern:

I offer this letter in support of the North Conejos County School District's (NCS) application for financial support from the Colorado Department of Education, BEST Grant Division, in updating the security system for the NCS. Currently NCS has limited security features to deter or prevent criminal activity.

I oversee the operations for the Colorado State Patrol for the six counties that encompass the San Luis Valley, including Conejos County. Because of the rural nature of the geographical area, law enforcement resources are very limited; it is not uncommon for the County Sheriff to only have one deputy available to respond for the entire county. And it is not uncommon for my agency to have limited resources where one trooper may be responsible for responding to calls in two or three counties. As such, the safety of our rural schools is of the highest importance because of our limited resources.

Over the past few years, because of the concern for school safety, our agency has made it a priority to do random checks at the schools as we are patrolling the area. Again, because of the large geographical area and limited resources we rarely have the opportunity to spend more than a couple of minutes visiting the school, and our visits are often far and few between.

I further submit to you that North Conejos School District is of high concern for safety because of its close proximity to a major route through the San Luis Valley; US 285. Centauri High School, Centauri Middle School and the District office literally sit within 100' of the highway. Highway 285 is a major route from New Mexico into Colorado and over the years has seen numerous criminals arrested as they pass through the San Luis Valley. Because of the close proximity to a major through way, North Conejos School District is a target of opportunity for those with nefarious intentions.

While I do not want to take up too much of your time as I could expound numerous other reasons and concerns North Conejos School District needs financial support to upgrade and install a security system, it is my hope this letter will provide you with the concerns of law enforcement for the safety of North Conejos School District and all schools.

Please contact me if you have any questions.

Sincerely,

CPT. [Signature] #1870

Captain George A. Dingfelder
Troop Commander
3110 1st Street
Alamosa, CO 81101
(719)589-2503 Office



• Facilities Impacted by this Grant Application •

Kipp Sunshine Peak Academy - Health/ Security Upgrades - Addition/ Renovation - 2005

School Name: KIPP Sunshine Peak

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	22,850
Replacement Value:	\$6,978,774
Condition Budget:	\$365,961
Total FCI:	5.24%
Energy Budget:	\$0
Suitability Budget:	\$2,219,900
Total RSLI:	47%
Total CFI:	37.1%
Condition Score: (60%)	3.63
Energy Score: (0%)	2.88
Suitability Score: (40%)	2.11
School Score:	3.02



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Applicant Name: KIPP Sunshine Peak Academy

County: DENVER

Project Title: Health/ Security Upgrades - Addition/ Renovation

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|---|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Addition is a replacement for temporary modular |

General Information About the District / School, and Information About the Affected Facilities:

KIPP's mission is to equip our students with the academic skills and character strengths necessary to succeed in college and the competitive world beyond. KIPP Sunshine Peak Academy (KSPA) opened 5th grade in 2002, and moved to its current home in 2004, now serving 380 5th to 8th graders.

KSPA is currently ranked 7th out of all Denver Public Schools, and has had the highest School Performance Framework rating of blue/distinguished for the past three years. Our longer school days and school year give students more time on task to successfully climb to and through college. Curriculum is highly focused on strong academic habits that will bring and keep students at and over grade level. We use data regularly to adjust lesson plans and invest in teacher professional development and coaching to support our students to be successful in school and life.

Currently 98% of KSPA's students are eligible for free/reduced lunch, and 92% are English Language Acquisition. Students who attend KSPA are primarily from the surrounding neighborhoods, which historically are home to newly arrived, low-income, and transient families, and hold some of Denver's most low-performing neighborhood schools.

KSPA is a part of KIPP Colorado Schools, which includes KIPP Denver Collegiate High School, KIPP Montbello Collegiate Prep, and serves over 1,100 students. KIPP will remain committed to serving the students in Denver's most underserved neighborhoods. Investing in a permanent facility will allow us to remain a high-quality option for the families.

We believe our current KSPA facilities put our students at a strong safety risk because of our facility limitations, defects, and needs.

KSPA is a school with two unattached buildings. The walkway between the two buildings is completely open and unsecured. (See "KSPA_Existing Site" Attachment).

At least 75% of our students walk in an outdoor, unsecured area between the buildings 2-5 times per school day. Our modular building is not equipped with a secure vestibule or buzzed security system. It does not have a sprinkler system, has limited HVAC capacity, limited electrical outlets, and has fully exposed electric and gas service. Although regularly maintained, the building is nearing the end of its useful life.

The age of our facility and limited space causes poor indoor environmental quality, primitive thermal comfort (students often wear jackets all day), and noise intrusion in all rooms. Our students have classes in the hallways on the floor, and during inclement weather physical education is held either in the cafeteria or the stairwells of our neighboring high school. Our roof was replaced because of mold and age and we closed school for multiple days because of the break of an old pipe, which flooded the facility. These and other inadequacies, combined with location, place our students at a high safety risk.

The current KSPA facility consists of 11,375 sf in the main building and 11,475 in the modular building. The main building holds four classrooms, cafeteria/kitchen, administration, and related support spaces. The structure is made of slab on grade concrete floors with load bearing CMU walls and a ceiling/roof structure of open-web wood chord trusses. The modular building hosts twelve classrooms, restrooms, and limited storage/support space. It is a wood framed structure covered with painted metal siding. The foundation system consists of stacked concreted masonry supporting a series of steel support frames from which the structure of each modular section is built upon. Recent damage to a water line showed the modular

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building currently slopes down to the northwest.

We feel that our current basic network infrastructure we can form the basis of an expanded network in our addition. Our next area of focus is to add back-up systems for data servers, update emergency power capabilities, and increase room to room communication capabilities, although we won't continue to invest in a temporary space.

Deficiencies Associated with this Project:

1. Because the school is housed in two separate buildings, class transitions, lunch hour, meetings with a social worker, health screenings, or Special Education support time exposes our students several times a day to the outside environment. KSPA's two buildings are located between two other school buildings in the DPS system (See "KSPA_Neighborhood" Attachment) in an urban area of southwest Denver. Since inception KSPA has been and will remain committed to serving this community. At the same time, we are also aware that crime, and other social issues are currently an inevitable factor in this area. As a result, we believe that separated buildings no longer serve the safety, security, and health of our students.
2. Related to deficiency item #1 above, we currently have multiple entry points to each building, none of which are fully secure. We do not have a card key entry system on the campus, and no video entry monitor at the modular building. We are forced to rely on the buildings being locked and unlocked manually. The doors and door frames are damaged and have been difficult and unable to lock at times. Building entries are unprotected from vehicle intrusion. Collectively, this creates security risks for students and staff.
3. The majority of classes at KSPA are held in a modular classroom building that has reached the end of its effective useful life, both in terms of space and physical condition. In the last year, KIPP has replaced the roof and repaired significant damage from a domestic hot water leak. KIPP has not been able to fully assess whether these leaks have caused structural damage to the modular, but we have had to address mold issues in insulation, ceiling tiles, and carpet, and had to replace hallway tiles with carpet.
4. The permanent main building currently does not have a sprinkler system, nor does the modular building. We are concerned about the fire safety in the over-crowded conditions at the school.
5. Limited electrical outlets in the modular building have required the use of strip outlets to meet load demand in the classrooms. While there is a need for these additional outlets, they present tripping hazards and occasionally overload circuits.
6. Electrical and gas service to the modular building is fully exposed and accessible on the west side of the building presenting a safety risk.
7. Despite recent upgrades to the network and communications infrastructure at KIPP there are deficiencies in communications capabilities that could have an impact on safety, security and health in emergencies. These include limited communications redundancy, no voice communication power backup, and limited overall network power backup capability.
8. Classrooms in the modular building are overcrowded (24-30 students/room), and lack of storage space creates rooms where students sit extremely close to each other, teachers are challenged moving between desks, and access to needed materials is difficult. As a result, we have low indoor environmental quality, and we are concerned about continuing our current level academic achievement in this environment.
9. Similar to above, the modular building has relatively small windows that no longer all lock appropriately, an HVAC system with limited capacity, and generally low ambient electric light levels. As a result, access to fresh air, daylight, proper light levels, and views is extremely limited in these rooms. In addition to impacting student attention and performance, there is a potential for impact on the health of all occupants.
10. The school currently has limited areas for active play. During inclement weather students are not able to play outside and must use the small cafeteria or stairwells at the neighboring high school. Due to the limited space in the school, a portion of the cafeteria has been repurposed with movable partitions for student detention and book storage, further limiting the space available for meals and activities. This limitation also has a direct impact on overall student health, attentiveness, and performance.
11. We have relatively limited restroom facilities for staff and students. This has put a strain on maintenance of the overall facility, particularly the modular building. Overused and unclean restrooms, and fixtures in need of repair can create health issues for occupants.
12. Multiple entry points, lack of vestibules, uncertain building envelope performance, and limited lighting capabilities limit our capability to operate an energy efficient school.

Proposed Solution to Address the Deficiencies Stated Above:

KIPP Colorado has invested heavily in KIPP Sunshine Peak Academy and the adjacent Rishel campus where KIPP Denver

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Collegiate High School is located, in order to provide adequate facilities for both our and DPS's schools in this area. We intend to serve the southwest Denver community indefinitely.

After a series of detailed strategy meetings internally, with Denver Public Schools, and our architect, KIPP Colorado has determined that the most cost effective and long term solution is to proceed with an addition that removes the current modular classroom building and connects the existing permanent building with its replacement. This two story addition will consist primarily of classrooms, related service spaces, and a full size gymnasium. The gym can also be used by the KIPP Denver Collegiate High School that is in the Rishel School building just to the south of the KSPA property. We believe this solution will optimize student and staff safety, security, and health at the school. It will also enable student physical activity, and provide a more safe and effective learning environment for our students into the future.

Our team recognizes the physical constraints of the KSPA site and is proposing as efficient a floor plan as possible to meet our anticipated long term needs while also addressing the safety, security and health concerns we have identified. The proposed addition will replace the 12 modular classrooms with 22 classrooms of 750-775 s.f. each. Each classroom will include storage and counter areas and appropriate network technology for future growth. The addition will include additional restroom areas, breakout areas, offices/workrooms, wider corridors to more easily accommodate evacuation, lockers, and student movement, and be fully accessible per ANSI/ADA requirements with required doorways, ramps, and an elevator. Network and communication systems will be upgraded to support a more safe and secure school environment, as well as provide anticipated telecommunications needs now and in the future. The gym will be connected to the addition, with additional office and storage areas, restroom facilities and will be fully accessible. In order for the school to remain operational during the estimated year of construction, we will be placing 12 temporary modular classrooms on the tennis courts just south of the existing modular in agreement with Denver Public Schools.

We intend to meet the Office of the State Architects HPCP with either a LEED Gold Certified, or CHPS Verified Leader building. Among the strategies to be used include: The schools urban site allows for the ready accommodation of many of the Sustainable Site Credits. We expect to use water efficient fixtures and landscape strategies. The addition will leverage a combination of daylighting, fluorescent/LED lighting, enhanced building envelope, energy efficient HVAC strategies, and be prewired for renewable energy options to optimize energy performance. Window to wall ratios will be consistent with the ASHRAE A.E.D.G. for Schools recommendations. We anticipate using low emitting materials while also optimizing the specification of materials with regional and recycled content. We will enforce construction indoor air quality requirements through specifications, and site observations.

The State of Colorado will be switching to the 2015 International Building Codes on April 1, 2015 for all schools. The City of Denver intends to do the same in 2015 as well. As a result, the proposed facility will be fully compliant with these codes, including the 2015 IECC. The construction type of the addition is expected to be IIB and will be fully sprinklered. We currently anticipate using steel frame construction with continuous exterior insulation and interior battes, and a combination of fiber cement and metal siding for durability and cost effectiveness. The team will investigate fiberglass window options, but anticipates a low-e vinyl window assembly as the baseline with performance characteristics optimized to façade exposure. Where appropriate tubular daylight devices and skylights maybe considered in areas such as the gym and offices and/or breakout learning areas with no access to daylight. A storefront window system may be used in limited areas such as the entry and adjacent to stairs.

The remaining permanent classroom and administration building configuration will remain largely untouched except for where the addition will come in contact with the west wall and roof areas. Minor renovation is anticipated in the corridor area adjacent to the addition to repair carpet, remove and patch at current exterior doorways, and minor repainting of adjacent surfaces. Minor upgrades to science classrooms, building site protection, HVAC, and water efficiency may be considered in the context of overall building design, program requirements, and consistency with curriculum goals. The overall facility will receive appropriate and needed fire and security system upgrades to be consistent with CDE Public School Construction Guidelines.

The site is relatively flat and we do not anticipate significant modifications to the site beyond what is necessary for the grading and construction of the addition. Our design team's past experience with the site anticipates little to no issue with

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soil conditions. The parking and drop off areas will remain the same asides from any patch and repair work required as a result of construction. Landscaping will be native vegetation and low impact.

We will be coordinating further with Denver Public Schools to identify additional outdoor play space on the adjacent Valverde campus to the north. We also already utilize (and have invested in) the CHAASA compliant football and soccer field on the Rishel campus to the south. We anticipate that, with this project, we will be meeting our site related requirements for the KPSA facility for many years into the future, proving a good investment.

How Urgent is this Project?

KIPP Colorado and Denver Public Schools has determined that the correction of the deficiencies is an extremely urgent matter. The modular classroom has limited useful life remaining. We currently have currently invested approximately \$1.5 Million in this building since its purchase (and including purchase), and believe the cost effectiveness of repairs to it is diminishing. At the same time, students remain exposed and at risk traveling between buildings in an urban area. KIPP intends to proceed with Schematic Design of the building immediately, and upon securing financing proceed with Construction Documents, Bidding and Construction soon thereafter. The targeted opening of the complete facility is in August of 2016.

Because we feel we need to replace the temporary space within the next 12 months, we are committed to putting a permanent building on site, so that we will not need to revisit a major construction issue in another 10 years.

How Does this Project Conform with the Public School Facility Construction Guidelines?

- 4.1.1 The structure for the addition is proposed as a concrete slab on grade foundation with walls as steel framed metal studs sheathed with appropriate structural material and covered with continuous insulation and weather barrier. Cladding will consist of primarily fiber cement siding with metal panel in selected areas.
- 4.1.2 The project proposes a low slope roof with metal deck over open web steel trusses and insulated to the appropriate thickness. A high reflectivity 60 mil EPDM adhered membrane is anticipated.
- 4.1.3 An energy code compliant electrical distribution system will be provided. Energy performance will be benchmarked and modeled as required by either LEED for Schools or CO-CHPS. Emergency lighting will be compliant with CDFPC 8 CCR1507-30
- 4.1.4 Mechanical Systems will be designed to be compliant with code requirements and consistent with ASHRAE standards identified in these guidelines. Further, project will be compliant with pre-requisites and identified credits in LEED for School or CO-CHPS
- 4.1.5 Project will be connected to compliant potable municipal water source
- 4.1.6 Project will be compliant with fire notification systems and suppression systems as required by code and identified in these Guidelines
- 4.1.7 Project will provide continuous and unobstructed paths of egress as required by code and these Guidelines
- 4.1.8 The project will follow the AHERA requirements of these guidelines. To the best of the project team's knowledge, no ACM materials or lead based paint will be specified or installed on the project.
- 4.1.9 The specific purpose of this project is to provide a secure environment of all occupants of the building. As such the project is anticipated to provide a video management system, more specifically controlled manual and automatic points of entry, a single point of front door security with a vestibule, door lock and intrusion detection, and a school wide Event and Alert Notification system. The addition will enable the school to address critical issues such as secure utility locations, roof access, site lighting, more secure play areas, and protected entries that are significant deficiency at the existing campus.
- 4.1.10 Specific configurations of new labs, shops, and vocational areas are to be reviewed further at the time of design and will be compliant Department of Public Health Requirements
- 4.1.11 There will be no anticipated modifications to food preparation and maintenance areas.
- 4.1.12 By providing additional administrative spaces throughout the new addition, the existing emergency care area will be returned to its primary use. The bathroom facility is immediately adjacent to this existing area.
- 4.1.13 Due to the location of the campus in an urban area between two other schools, there are few if any anticipated changes to the pedestrian/vehicle traffic flow. While the drop off area is tight, it optimizes the available space with a two lane drive and drop-off loop that allows a fire lane to be maintained into the site. Vehicle unloading is possible without having to cross traffic. While bus loading is along the street, there is a dedicated walk to the school. Additional bike parking will be provided.

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4.1.14 The school will consider whether to provide a designated emergency shelter.

4.2 As a part of this project, the school will continue to build upon recent technology investments and look to provided data, network, and computer technology appropriate to the specific needs of the school. The project will provide flexibility to the school to continue to modify and expand technology implementation as needed and as funds become available.

4.3. Upon completion, the school will be 50,407 GSF and at current student count = 132 GSF/Pupil.

The existing cafeteria is 2300 sq.ft. The cafeteria and new gym will double as assembly space, the school will not have a dedicated auditorium but has facilities available at the adjacent Rishel Campus.

Classroom sizes in the addition will be approximately 750 sf. This is above the minimum classroom size of 675 s.f. required in the guidelines.

Estimated areas for Exploratory Spaces include:

Computer/Tech: 930 s.f.

Science (2): 925 s.f. each

Art: 950 s.f.

Gym: 7000 s.f.

Special Ed (2): 750 s.f. each

By providing additional private offices and teacher workroom in the addition, office spaces in the existing administration area can be returned to primarily staff use.

Estimated areas to be added for Instructor/Support areas include:

Offices (5): 140 s.f. each

Large Workroom: 500 s.f.

Small Workroom: 210 s.f.

Storage closets: 1100 s.f. distributed across the new addition

Staff Toilets (2): 234 s.f. each

4.4.1 The project team recognizes the requirements of the Office of the State Architect's HPCP and along with criteria specific requirements of the OSA HPCP, will seek certification under either LEED for Schools 2009 or CO-CHPS.

4.4.2 Funding for renewable energy systems is expected to be limited. An initial consideration for designing to a "renewable energy ready" standard is recommended and can be investigated further during the next stage of design. Potential grant options to provide renewable energy may also be investigated.

4.4.3 The school anticipates developing an energy management plan specific to the new energy efficiency measures provided with this project

4.4.4 Other energy efficiency options that are anticipated include:

1. Energy Star labeled HVAC/mechanical systems

2. Fenestration performance characteristics that is optimized based on solar exposure

3. High performance building envelope with continuous exterior insulation, and interior insulation between framing.

Envelope details are proposed to be optimized and reviewed for continuous insulation, air, and weather barriers.

4. Electric lighting is proposed to be either LED or fluorescent with controls as required by current codes. Lighting controls are proposed to include daylight level and vacancy/occupancy sensors where required.

5. Commissioning will be pursued as part of the LEED or CO-CHPS criteria

6. The project will be proposed to include measurement and verification in compliance with LEED or CO-CHPS criteria. Due to budget constraints, a more limited approach may ultimately be needed.

7. The project is proposed to utilize water efficient and native vegetation where possible.

8. The school will consider additional energy conservation grants where feasible and consistent with the project and education goals of the school.

4.5 The current campus does not include school facilities of historic significance.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The capital renewal and maintenance plan for the addition/replacement building at KSPA will be the shared responsibility of KIPP Colorado Schools and Denver Public Schools. Both entities are committed to maintain, upgrade, and replace building systems on a preventative cycle and as they reach the end of their useful life. Since 2004, KIPP Colorado Schools has been maintaining the current structures, and Denver Public Schools have been masters at facility development, maintenance and replacement for multiple decades. The combined depth of capacity and experience of these two organizations will allow us to appropriately plan and implement an applicable capital renewal and maintenance plan and schedule.

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KIPP Sunshine Peak Academy currently has a Maintenance plan, but because of the capacity of the addition, we anticipate we will review the current plan in the context of the new addition, and make appropriate revisions to reflect the needs and upkeep of the new space.

Maintenance Plan Creation:

From construction project documents, a detailed Asset Management Calendar will be made outlining the building system assets, contact information, warranties, preventative maintenance required, and end of life cycle expectancy. The Maintenance plan will follow that of our current facility maintenance plan.

The Maintenance Plan exists in the form of table or calendar, outlining the following; dates of maintenance needed or expected, the system and warranty to be addressed (for example: security system with warranty expiring 2018), the activity to be completed (for example: security system audit, internal painting, fire equipment check and maintenance, etc.), the frequency (annually, semi-annually, monthly, etc .) and the record of the result of the maintenance (including current state, repair or upgrade made, expected needs for the future).

Through the Facilities Planning Division and the Maintenance shops, facility assets such as boilers, chillers, carpet, asphalt, etc. are inspected, rated and given a condition index. This index will reflect the current condition of the asset, the remaining life cycle and estimated cost for replacement. This information will be stored in the asset database (Tririga) and can be used to manage historical information such as maintenance and repair work performed, opportunities for repair and maintenance and other life cycle cost requirements based on depreciation, inflation, etc.

A few examples of maintenance intervals include:

- Change filter every 3 months
- Check damper every 2 months
- Paint interior surfaces every 10 years or as funds allow
- Lubricate air handler bearings quarterly

An example of inspection schedules include:

- Check filter condition monthly
- Check and clean area in from of intakes every month
- Check thermostat operation/calibration quarterly or at inspection date

Currently, we do have maintenance/operations staff on sight, and also utilize Denver Public School's First Call Department and Facility Maintenance departments for additional support. Operations quality control inspectors inspect DPS buildings on a bi-monthly basis to ensure proper safety, health and cleanliness standards are being followed by the staff. Each building is rated and receives a building condition index (BCI) based on the buildings overall cleanliness and other criteria.

Capital Renewal Budget and Operational Maintenance Budget:

Per the requirement in section IV. Question 4 of the BEST Grant application, KIPP will create and keep a capital reserve fund, at the level required, \$100 per pupil per annum. This will build annually to replace and repair building systems and equipment as needed. The Maintenance Plan will allow us to budget for specific needs of the building throughout the years on an annual basis, and plan for the collection of additional contingency funds as needed.

As part of our current operations, KIPP Colorado Schools already budgets for Land and Equipment needs, Operational Maintenance, Technology, and Facility Contingency Funding. As we have shown by saving for and budgeting for some significant upgrades needed so far on our temporary modular building, we believe we have a strong understanding of what is needed through budget planning to support and upkeep a permanent facility.

Expenditure Process:

As part of the annual fiscal year budget process of KIPP Colorado Schools and KIPP Sunshine Peak Academy, the Director of Regional Operations, KSPA Director of School Operations or equivalent, Facilities Manager (from Denver Public Schools and/or KIPP), will submit a list of prioritized projects that are eligible for funding in the coming fiscal year(s). Eligible projects

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will be funded either from an annual amount of money allocated in the annual operational budget, OR be targeted for completion through the use of the capital reserve fund (see Annual Project Planning Process below). Targeted projects will primarily be outside of normal maintenance (such as listed on the Maintenance Schedule).

Annual Project Planning Process:

There will be an annual planning process where projects can be submitted for renewal, upgrade or maintenance consideration. The projects must address a renewal or deferred maintenance need in order to be considered. Emergency projects will be considered throughout the year. Projects that can be considered include infrastructure improvements (such as installation of fire suppression equipment, new roofing, heating and cooling conditioning system upgrades, new electrical systems, etc.,) that may extend the life of the facility and protect the capital investments of the state. There will be a committee to review submittals, including representatives from KIPP and Denver Public Schools.

Requests will contain a project description, justification, scope, and a detailed estimate, which needs to cover the cost of purchased services plus materials.

Projects related to safety and security, and student health and wellbeing will get priority.

Based on the allotted amount in the capital and deferred maintenance reserve, funding determination will be made on how much is to be used for the identified project and how much is kept in reserves for emergencies or deferred projects.

The capital reserve account shall never go below \$100 per pupil x # of pupils in any fiscal year, to be held as a minimum for emergency projects.

Projects that are requested by the school but not eligible for either general Denver Public School funds or the capital reserve fund may be supported by Denver Public Schools but paid for by private funds raised by KIPP Colorado Schools.

In addition, the owner of the building will depreciate the building per GASB accounting protocols and audit and 990 requirements.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The application for KIPP Sunshine Peak Academy is for replacement of an existing modular public school building in order to create a more secure, safe, and healthy environment for students. Currently, KIPP Sunshine Peak Academy is housed in two separate buildings on the same site. The first is a permanent structure, built by Denver Public Schools in 2004-2005 as new construction. This building has four (4) classrooms, a cafeteria, and administration space. Due to limited bond money available from DPS at the time, this is the only permanent structure on the campus. In order to accommodate the remaining classrooms that were required for the school, the first initial master plan included two additional separate modular buildings (See "KSPA_ExistingSite" attachment). At the time of its construction and in order to meet an immediate need to open the school on time, it was determined that KIPP Colorado would purchase a single temporary modular building consisting of twelve classrooms and related service spaces. This modular was purchased new in 2004, and held an expected 10 - 15 year life span. The school has been extremely successful academically, but unfortunately this has meant that the heavy usage of the modular has had a negative impact on the long term life of the building and it has reached the end of its effective useful life. Because of the need for two separate structures, this created the issue of students transferring between the structures multiple times per day, causing the school to have to normalize their unsecure and unsafe environment.

A review of the mechanical and electrical systems in the modular building indicated that while the mechanical system was generally functional, temperature control and proper ventilation was an issue. In addition, lighting levels the lensed recessed fluorescent troffers were dim and offered only a single switched level of control. Small windows provide limited opportunity for daylighting. The main building systems were in good condition with only minor upgrades recommended depending on scope of final project. The main building allows for better classroom daylighting and electric lighting is provided by direct/indirect pendant mounted fluorescent fixtures.

Current Grant Request:	\$5,109,338.51	CDE Minimum Match %:	53
Current Applicant Match:	\$5,761,594.49	Actual Match % Provided:	53
Current Project Request:	\$10,870,933.00	Is a Waiver Letter Required?	No

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$100.00
Total Project Costs:	\$10,870,933.00	Escalation %	3.9
Affected Sq Ft:	50,407	Historical Adverse Effect?	No
Affected Pupils:	380	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$216	Is a Master Plan Complete?	No
Cost Per Pupil:	\$28,608	Who owns the Facility?	3rd Party
Sq Ft Per Pupil:	133	Does the Facility have Financing?	Yes

Source of Match Detail:

2012 DPS Bond Proceeds, cash reserves and savings

Who will the Facility Revert to if the School Ceases to Exist:

The applicant is a Charter School: The KSPA Campus currently has two separate buildings, one permanent 4 classroom building owned by the district, and the other temporary modular building owned by KIPP Colorado Schools. The addition will connect to the permanent facility and will belong to/revert to Denver Public Schools.

District FTE Count:

Assessed Valuation:

PPAV:

Unreserved Gen. Fund FY12-13:

Median Household Income:

Free Reduced Lunch %:

Existing Bond Mill Levy:

Five Year Change in Buildings to Current Revenues %:

Governmental Revenues to Buildings + Construction in Progress (CIP) %: 22.07

Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %: 100

Charter School Capital Construction Funding: \$64,331.00

Bonded Debt Approved:

Year(s) Bond Approved:

Bonded Debt Failed:

Year(s) Bond Failed:

Outstanding Bonded Debt:

Total Bond Capacity:

Bond Capacity Remaining:



DENVER PUBLIC SCHOOLS Office of School Reform and Innovation

February 23, 2015

To whom it may concern,

Denver Public Schools Office of School Reform and Innovation (OSRI) is the authorizer of all Charter Schools in the district. This includes the approval of new schools, continuous monitoring of performance and compliance, as well as contract renewal processes.

DPS has been working with KIPP Colorado Schools since its founding in 2002. We have authorized three schools operating in the KIPP Network; KIPP Sunshine Peak Academy, KIPP Montbello Collegiate Prep, and KIPP Denver Collegiate High School. These schools are among our highest performing schools in the district, and have met and maintained all covenants in their charter contracts. Throughout their history of operation, KIPP Colorado schools have been in compliance with all Federal, State, and District requirements.

DPS has been made aware of KIPP Colorado School's intent to apply to the BEST Grant Program, in order to gain resources to resolve the safety and security issues of the current facility housing KIPP Sunshine Peak Academy, and leverage both the resources available through Denver Public School's 2012 Bond allocation, and the charter school's own resources.

Denver Public Schools and the OSRI office endorses and fully supports KIPP Sunshine Peak Academy's application to the Colorado Department of Education's BEST Grant Program.

Please feel free to contact me at any time with further questions or needs from the district.

Sincerely,

Maya Lagana
Directory of Quality Assurance and Accountability
Office of School Reform and Innovation, Denver Public Schools
Maya_Lagana@dpsk12.org; 720-423-2588

• Facilities Impacted by this Grant Application •

Platte River Charter Academy - Safety Upgrades - 2004

School Name: Platte River Charter Academy

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	35,553
Replacement Value:	\$10,452,811
Condition Budget:	\$174,006
Total FCI:	1.66%
Energy Budget:	\$0
Suitability Budget:	\$2,693,600
Total RSLI:	38%
Total CFI:	27.4%
Condition Score: (60%)	3.88
Energy Score: (0%)	2.71
Suitability Score: (40%)	3.75
School Score:	3.83



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: Platte River Charter Academy

County: DOUGLAS

Project Title: Safety Upgrades

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|--|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Safety |

General Information About the District / School, and Information About the Affected Facilities:

As a public school of choice, PRA offers students and their families a curriculum alternative. The academic program follows the Core Knowledge Foundation's content based curriculum as outlined in the Scope and Sequence and in the book series by E.D. Hirsch, Jr., What Your First Grader Needs to Know, et al. PRA has high academic expectations and emphasizes the mastery of basic skills, such as language arts and mathematics. Teachers strive to integrate curriculum and instruction across disciplines and to develop students' problem solving and critical thinking skills. Homework assignments are given on a regular basis to reinforce classroom learning. Character values include integrity, respect, responsibility and compassion and are strongly encouraged. We are fortunate to have such a talented and dedicated staff to meet the needs of every student that passes through our hallways. The success of the school is due to everyone that works here from our 1) instructional aides that go above and beyond their required duties, 2) our facility manager that takes great pride in keeping our school safe and looking great, 3) our teachers that spend countless hours nurturing, teaching and inspiring our students, and 4) the conscientious office staff and administration. Our school has won 14 John Irwin School of Excellence Awards in its 18 years of existence. Those 14 awards have been in a row (since 2001).

Our parents volunteer over 19,000 hours on average per school year. Accomplishments included many "unseen" duties that are vital to the success of PRA. Parents help keep our kids safe by working carpool no matter the weather. Parents are key in assisting with serving hot lunch, selling milk and cleaning the gym after lunch. The PRA PTO is another example where parents can volunteer their time in order to support the students and staff at the school.

Students are the reason we are here. Every school day they show up ready to learn and to demonstrate the core values of respect, responsibility, integrity, and compassion. These values are as important today as they were in the founding of this school. PRA students have unselfishly raised money and collected items for many causes. Our students have gone on to academic success at the high school level with parents often commenting on how well PRA has prepared their child for high school.

Affected Facilities:

Upon entering our facility and organization, our new principal showed significant concern about the present state of safety and security on the campus. There are only two egresses to the building (not addressed in this grant), and there are significant safety and security needs that affect the entire 35,500 square feet and 485 students. These needs are as follows: 1. More school radios, 2. An upgraded visitor management system, 3. Replacement of key and door hardware within the building, 4. Upgrade the burglar alarm system and the Panic/Lockdown System, 5. Replace the access control system.

Deficiencies Associated with this Project:

1.School Radios: Currently we have 14 radios and 57 staff members. We feel that all of our staff members should be carrying radios throughout the day due to their direct responsibility to serving students in our facility. Therefore, we are shy 43 radios.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

- 2.Visitor Management: Currently we have visitors sign in at our kiosk across the lobby from their main entry. Visitors wear a visitor badge/sticker while they are in the building. There is absolutely NO screening of the individuals other than staff questioning an unknown person as to the reason they have entered the school. Granted, most are parents, but we have no way of determining if an individual is a sex offender or has any outstanding issues that would produce concern about them being in our building.
- 3.Door Hardware: Currently, classroom door hardware is of the office function type. This allows teachers to lock classroom doors from the inside of the classroom yet the office function model can be problematic IF the unsecured door is not checked by the staff member when locking up as the button can be made to look locked until door is shut. In the event of an emergency (especially a lock down) the staff member is required to get to the door and secure it from the inside.
- 4.Key System: Currently, the key system is on an unsecured keyway. This allows keys to be cut at locksmith shops and therefore does not allow us to control the number of keys issued.
- 5.Lack of Chit boxes: Chit boxes allow for authorized outside personnel to access building keys, which would include operations and maintenance personnel, fire department and law enforcement thus allowing for the carrying of one key that will open the box and release the building keys instead of carrying a master key for each building they may need to access.
- 6.Burglar Alarm System: Presently, the system consists only of door sensors and glass breakage detectors. There are no motion detectors at entry and exit points, main halls, office area or high value areas such as computer labs and outside roof access areas. If a suspect does not use a door, they are virtually undetectable.
- 7.Panic/Lockdown Button: Currently two panic buttons are installed in the main office and the reception kiosk. The silent alarm goes directly to the monitoring company. The button is NOT integrated into the fire panel to close magnetic hold open doors. There is no voice module to play the Standard Response Protocol (SRP) Lockdown message over the PA system. There is no tie to the relays into the burglar alarm system to trigger a panic alarm at the monitoring company.
- 8.Access Control Server, Control Panel and Software: We have had significant issues with updates and usability with the present system. It is an older system and does not meet Douglas County School District (DCSD) standards.
- 9.New North Door Exit: Once we add a new north door exit and ramp this summer (we will be investing about \$50,000 into this project), we will need to install a card access system to allow for reverse evacuation.

Proposed Solution to Address the Deficiencies Stated Above:

- 1.School Radios: Forty-three radios are needed so that all staff responsible for students are ALWAYS in communication with everyone in the building.
- 2.Visitor Management: It has been recommended by DCSD that we use a 3rd party vendor called Raptor for the screening of all individuals that enter our facility. Raptor will provide sex offender screening and internal alert screening on parents and visitors. Visitors are issued a photo sticker for their visit. Additional modules for student check-in and volunteer time tracking are available.
- 3.Door Hardware: Replace all door hardware to the storeroom function model design. This allows the door to always be locked in the event of an emergency. Staff may use approved door hold open devices or magnetic latch blocks to allow the door to be accessible by students during the day but can be quickly removed in the event of an emergency.
- 4.Key System: We will revise our key policy to have better key control and place the entire system on a secure keyway. We would use DCSD locksmiths to maintain all keyway systems and hardware. A secure keyway will allow for authorized personnel to receive key blanks for cutting and cores and prevents unauthorized key duplication at local locksmiths. This will allow us to maintain a current key inventory with what key is issued to which staff member. Additionally, exterior doors keys would be separate from interior doors for security reasons.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

5. Lack of Chit boxes: We will install two chit boxes inside the school. This can be used for O&M, ITS and/or Security depending on services that are contracted. This also allows responding personnel to access areas as needed. We would also install one chit box on the exterior of the school by the Knox Box. This would be for Law Enforcement in case of emergencies.

6. Burglar Alarm System: We would utilize motion detectors at all entry/exit points, main halls, office area, high value areas such as computer labs and outside any roof access areas. Motion detectors will catch any movement if a suspect does not open a door. We would phase out our door sensors and glass sensors yet we would keep glass sensors where there are walls of glass. We would remove the alarm keypads and utilize a card access system for arming and disarming the system. No issuance of codes would be needed or would need to be changed with this type of system. We could disable a keycard if we did not want a person to enter the building any longer.

7. Panic/Lockdown Button: We would install a Red Lockdown button in the main office and a secondary one at our reception kiosk. We would integrate the button into the fire panel to close magnetic hold open doors. We would install a voice module and relays to play SRP Lockdown message over the PA system. This would also tie relays into the burglar alarm system to trigger panic alarm at monitoring the company.

8. We would remove the old server, control panel and software and replace it with the Honeywell NetAXS4 panel. We would utilize existing reader and door hardware (strike or electric latch) but issue new access control cards compatible with the system. We would integrate with the DCSD access control server. Our access cards would be managed by DCSD Security. This would also allow access to the school by DCSD Security and Law Enforcement as needed. There would be the advantage of a remote unlock capability utilizing the network used by DCSD Security.

9. New North Door Exit: We will be adding a new north exit and therefore installing a card access to allow for reverse evacuation. We would install one expansion panel, a card reader, a strike, plus wiring.

How Urgent is this Project?

All projects could be installed over a period of time beginning in late summer. Due to the BEST Grant funding in mid-July, it is evident that we would have to establish the timeline around students being in the building. This is certainly problematic but not a "deal killer" for us. The radios, the visitor management system, the door hardware and the north door exit improvements should take place first and foremost. The installation of the new key system, the chit boxes, improvements on the burglar alarm system and the panic/lockdown button could be coordinated with the change in the access control server, control panel and software.

How Does this Project Conform with the Public School Facility Construction Guidelines?

As it relates to this project, PRA will conform to and with the Public Schools Construction Guidelines specifically, Article 3.1.9 (Fire Codes) and the following under Article 4: 4.1.3 (Electrical), 4.1.6 (Fire Management), 4.1.9 through 4.1.9.1.3 (Video Management), 4.1.9.2 (Controlled Access), 4.1.9.3 through 4.1.9.6 (Front Door Security).

How Does the Applicant Plan to Maintain the Project if it is Awarded?

1. Radios: Maintenance of chargers and rechargeable batteries will take place each year. Battery life ranges from 1-2.5 years. We will budget for 15 battery replacements each year at about \$75.00 per battery. This will result in a budget of \$1,125.00 per year.

2. Visitor Management: The Raptor program requires a yearly subscription fee of \$480.00 per year. Costs for consumables (name tags etc.) are approximately \$500.00 per year.

3. Door Hardware: Minimal maintenance but can be replaced for \$200.00 per mechanism. We are budgeting a replacement estimate of 2 per year or \$400.00

4. Key System: Douglas County School District Locksmiths will handle the maintenance of this system. Trip charges would be \$75.00 per trip. We have budgeted for four trips per year. Additional key blanks will cost \$2.00 each and it is anticipated we will use about 20 per year. Total yearly maintenance budget: \$340.00.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

5. Chit boxes: Little to no maintenance costs.
6. Burglar Alarm System: The system maintenance and monitoring will be managed by the Douglas County School District and will be absorbed into their system at no cost to Platte River Academy.
7. Panic/Lockdown Button: Little to no maintenance needs or costs.
8. Access Control Server, Control Panel and Software: There would be minimal costs to maintain this system according to the Douglas County School District Security Team. Cost of access cards would be \$3.00 per card for replacements or additions after the system was initially installed.
9. New North Door Exit: Little to no maintenance needs or costs.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

The facility was a brand new school, built for PRA to move into, specifically.

Current Grant Request:	\$14,197.94	CDE Minimum Match %:	63
Current Applicant Match:	\$24,174.86	Actual Match % Provided:	63
Current Project Request:	\$38,372.80	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$169.00
Total Project Costs:	\$38,372.80	Escalation %	4
Affected Sq Ft:	35,500	Historical Adverse Effect?	No
Affected Pupils:	485	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$1	Is a Master Plan Complete?	No
Cost Per Pupil:	\$79	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	73	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund		The facility reverts back to the school district as the authorizer.	

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	0

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Governmental Revenues to Buildings + Construction in Progress (CIP) %:	133.7
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	83.24
Charter School Capital Construction Funding:	\$85,764.00



Elizabeth Celia-Fagen, Superintendent

February 24, 2015

Scott Newell, Director
Division of Capital Construction
1580 Logan Street, Suite 310
Denver, CO 80203

Re: BEST Grant Program Application for Platte River Academy

Dear Mr. Newell and Members of the Capital Construction Assistance Board:

The Douglas County School District (DCSD) submits this letter in support of the BEST grant application from Platte River Academy, a Douglas County School District charter school.

Platte River Academy is a very high performing school, winning the John Irwin School of Excellence Award for the last fourteen years. The school's enrollment is at its limit and it has a long waiting list.

Platte River Academy offers students and their families a curriculum alternative. The academic program follows the Core Knowledge Foundation's content-based curriculum as outlined in a specific Scope and Sequence. It has proven to be an excellent educational approach for the students and families who choose Platte River Academy.

Upon entering the facility and organization, the new principal showed significant concern about the present state of safety and security on the campus. There are only two egresses to the building (not addressed in the grant), and there are significant safety and security needs that affect the entire 35,500 square feet and 485 students. These needs are as followings: 1. The need for more school radios, 2. A needed upgrade of the visitor management system, 3. A complete replacement of key and door hardware within the building, 4. A needed upgrade the burglar alarm system and the Panic/Lockdown System, and 5. Needed replacement of the access control system.

DCSD includes safety as one of our priorities. The BEST grant opportunities will help Platte River Academy to provide a safer environment by correcting the deficiencies noted above.

Thank you for your support. Be advised that Platte River Academy does not occupy a DCSD building, nor are DCSD bond funds available to Platte River Academy for building and physical plant upgrades.

Sincerely,


Elizabeth Celia-Fagen, Ed. D.
Superintendent

- Facilities Impacted by this Grant Application •

Skyview Academy - Roof/ Fire Sprinkler Replacement - 1996

No Statewide Facility Assessment Information Available



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: SkyView Academy **County:** DOUGLAS
Project Title: Roof/ Fire Sprinkler Replacement **Previous BEST Grant(s) Funded:** 0
Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Fire sprinkler system replacement |

General Information About the District / School, and Information About the Affected Facilities:

SkyView Academy (SVA) is a public charter school located in Highlands Ranch, CO and authorized by the Douglas County School District under a 5-year contract due for renewal in 2017. The school opened in August of 2010 and currently serves 1345 students and 143 staff members. SkyView Academy offers a research-based, content-rich program using the Core Knowledge Sequence in grades preschool-8, followed by an integrated Classical Curriculum in grades 9-12. Students work together across grade levels on service projects in the community, and character education is woven into everyday life at SVA. To date, SVA’s wait list for student enrollment contains over 1800 names for various grade levels PK-10.

Academic Program

The core foundation of SkyView Academy’s program is centered on the idea that knowledge builds upon knowledge. The depth and breadth of a student’s knowledge will be a key indicator of his/her ability to comprehend reading, think critically, and solve problems. School leaders ensure the development and implementation of the academic curriculum is in consistent alignment with the mission and vision of the school.

Preschool – 8th Grade

SVA’s program from preschool through 8th grade is built upon the Core Knowledge Sequence. This foundation is then supplemented with math, science, language arts, foreign language, fine arts, technology, and physical education curriculum. All curricular programs are research-based and aligned with the scope and sequence of Core Knowledge as well as the state and national standards for education at each grade level and across all grades.

High School – 9-12th Grade

SVA’s High School program aligns classical content and pedagogy with current college preparation standards; emphasizing critical thinking and analysis, depth of knowledge, and the development of value-centered human beings. SVA’s high school values the important balance between providing engaging content-expert teachers and empowering students to drive their learning.

Athletics and Activities

SkyView Academy’s Athletic Program mission is to develop, enhance, and preserve the educational and character values, and leadership opportunities of interscholastic athletics. The school offers the following CHSSA 3A Metro League Sports for Middle and High School: Boys/Girls Soccer, Boys/Girls Basketball, Volleyball, Baseball, Track & Field, and Cross Country.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Student Achievement

SVA 2014 TCAP Results

TCAP testing was completed in 3rd through 10th grade at SVA in 2014. Most grade levels matched or outperformed the prior year's scores and many subject areas received proficient/advanced ratings. The SVA High School ranks in the top 3-5 schools in the district in all tested subjects.

SVA High School ACT Results

ACT defines college readiness with a benchmark score indicating a 50% chance of obtaining a B or higher in the corresponding credit-bearing college course. The total number of SVA 11th Graders tested in 2014 was 50, which is a minimal sample size, and SVA still out-performed the state of Colorado.

General Facility Characteristics and Project History

The building was originally constructed in 1996 as a commercial use building for Home Depot. After multiple years of being vacant, SkyView was able to acquire the facility for use as a charter school. The 13.74 acre site contains one school building, a turf field, an outdoor playground and parking for staff and students. The school building is 150,000 square feet.

The designer hired for the renovation of the building was SlaterPaull Architects. All standard engineering and code compliance requirements were reviewed and approved and the final design was implemented. The renovations included adding classrooms, gyms, cafeterias, sound barriers, new windows, bathrooms and exterior entrances/store fronts.

Deficiencies Associated with this Project:

This BEST Grant application is submitted to address deficiencies in the SkyView Academy (SVA) facility roof and fire sprinkler system. Due to the nature of the projects and the efficiency of both being completed together, SkyView Academy is submitting one application. With individual applications for each of the two projects, costs for the general conditions, consultants and contractors are much higher. The first deficiency is the roof. In the original renovation of the project, in the 2009-10 school year, the roof was addressed by the appropriate engineers. The roof is from the original build of the building in 1996. The roof contains 104 skylights. It was determined that a roof of this nature is expected to last 15-20 years, and so there were potentially a few more years of useful life left. The COP funds from the School District for the first phase of construction in 2010 were very limited and the decision was made by prior administration to keep the roof as is.

In 2012, Cave Consulting Group evaluated the roof after leaks developed during the summer of 2011. The timing of this evaluation was during the 2nd phase of construction to complete the Upper School portion of the facility. Many leaks had been patched the prior year. Cave Consulting recommended that additional coatings will not solve the issue, but that with patching on the roof, leaks could be held back for another year or two. In the 2nd phase, the project team made all possible changes in scope to free up both extra funds and more time in the schedule. This resulted in substantial roof repairs and patchwork that would typically alleviate leaks for about 6-12 months.

Additionally, the skylights have created issues with leaking into classrooms and on the gym floor. The leaks are also from standing water/snow by the skylights and mechanical units. The skylights and mechanical units no longer have flanges on them, allowing the water to pool, dissolving the roof glue and leading to leaks. Classroom leaks lead to damages to the materials inside the school, both construction materials and electronics. The leak may also inhibit the students from occupying the classroom until items are replaced which disrupts instruction. Leaks must be handled properly in the flooring or walls of the classrooms to inhibit mold or mildew from growing. If a leak were to happen during gym class or a sporting event, a student could be injured from the water on the gym floor. On February 11th of this year the gym roof started leaking when the 2-3" of snow received over night started to melt. During the Middle School girls' basketball practice, a bucket had to be placed on the floor to collect water and help avoid any injuries from standing water on the floor. The flooring in the hallways at SVA is polished concrete which is also very hazardous for students, staff, and visitors if water is present. Roof leaks appear each spring and fall during heavy rains or after large snow storms. The leaks will happen around

BEST FY2015-16 GRANT APPLICATION SUMMARIES

the skylights and mechanical units, as mentioned before, but also over the edges from the heavy water flow. The overflow areas are not effectively collecting water and the pooling of water is causing leaks along the edge of the building.

In 2015, SkyView asked Cave Consulting group to evaluate the roof again. In his findings, the roof membrane was determined to be expired. Continued patching will not solve the ongoing roof leakage problems. The only feasible option is to replace the roof.

The second deficiency is the fire sprinkler system. In the original renovation of the project, in the 2009-10 school year, the fire sprinkler system was addressed by the appropriate engineers. The system would typically be expected to last 50 years or more, if operated on a continuous basis and maintained. Although the system was not operated continually over time, it was determined that the system could be used with a few repairs allowing the school to operate. Again, the funds from the School District for the first phase of construction were very limited and decisions were made by prior administration to keep this system as is and do the appropriate ongoing repairs to allow for the school to operate

While the system might appear to be in good working condition at first sight, during the construction period of the 2nd phase, leaks began to appear in the fire protection system. A consultant/contractor, Frontier Fire Protection, was brought on site to review and troubleshoot the fire sprinkler protection system. It was determined that during the renovation the system was flushed, filled and flushed again over and over, leading to accelerated corrosion and pinholes. The system also sat unused for multiple years, without water, also leading to more corrosion.

The first major leak was discovered over a break, in our second year of operation, in 2010-2011. For 6 hours water flooded a Kindergarten classroom and the front office area. The system needed to be shut down and drained to be worked on. The repairs were made to this section only. Each time the system is shut down to be fixed, students/staff are not allowed to be in the building unless all adults are on a fire watch. This is not a typical or reasonable responsibility for any staff member who is in charge of the education and safety of many students at one time. When the system is fixed, the pipes are filled with 90 lbs. of water pressure. This then also leads to more rust movement and pinholes grow. The next major succession of leaks totaled seven, and occurred over a 2 week period.

These leaks to date have caused over \$28k in repairs, damage to equipment and classroom furniture, and an additional \$10k has been spent on restoration services to dry out the damaged rooms.

These leaks are not only causing fire protection issues (when a system shut down occurs), but also result in drywall, carpet and electronic repairs in classrooms. When a leak happens in a classroom, student learning is disrupted and they are displaced to a make-shift classroom until the repairs can be completed. Leaks must be handled properly on the flooring and in the walls of the classrooms to inhibit mold or mildew from growing. The hallway floors and some classrooms are polished concrete. This would be a safety hazard if students occupied the area when a leak is unnoticed. This type of ongoing maintenance is simply hindering our ability, financially and educationally, to enhance the safety and quality of instruction at SkyView Academy.

During the 2nd phase, the project team was proactive in making all possible changes in scope to free up both extra funds and more time in the schedule. The construction team actively worked to replace one-third of the Fire Sprinkler system, on the north side of the building where the need was the highest with most of the leaks occurring in this area. This work can only be done during non-school hours since the fire system is completely turned off and the building is under fire watch. Two-thirds of the system remains in need of replacement.

In summary, the roof and fire sprinkler system issues at SkyView present challenging health issues, educational delays, and potentially harmful safety concerns. The operational and financial hardship that the school has endured and if not corrected, will continue to endure, has resulted in short-term fixes that do not address the problems for the long-term success of the students, families, and staff at SVA. Please see the photographs on the disc included with the printed packet that document such described leaks. The photos detail leaks on the ceiling tiles, the condition of the roof and rust from leaks on our interior ceiling.

Proposed Solution to Address the Deficiencies Stated Above:

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The solution to fix the deficiency with the current 18-year old roof is full roof replacement. Patching the roof has proven to be temporary solution to the ongoing leaks. The leaks are causing continuous repairs and increasing costs that prohibit us from working on other aspects of the facility that are in less need of repair but nonetheless, need attention. Per our consultant's latest review of the roof in January of 2015, the roof membrane has reached a point of diminishing return. The roofing consultant noted numerous leaks currently inside the building. Continued patching will not solve the ongoing roof leakage problems as the membrane develops new problems with age. Replacement is the only feasible option.

Existing roof assembly: Non Ballasted, 60-mil mechanically fastened TPO/Hypalon membrane, +/-2" Polyisocyanurate rigid insulation, sloped (+/- ¼"/ft) metal decking

Proposed roof assembly: Recover existing roof system with 60-mil Firestone TPO (white) mechanically attached (InvesaWeld) over additional layer of 1.5" Polyisocyanurate insulation. (Existing roof system to be cut in grids of 10'x10' and left in place) New roof system to be fastened at a rate of 8 fasteners per 4'x8' board. Structural slope will be present. The proposed system includes a 15 year manufacturer's warranty. Our roofing consultant has confirmed that this level of warranty is sufficient for the life of our roof. It is not cost effective to pay for a longer warranty period. Any repair work done on the roof without written consent of the manufacturer holding the warranty can void it. With a roof replacement, the best warranty is to get the roofing contractor to install the roof correctly.

The solution to fix the deficiency with the fire sprinkler pipes is to replace the remaining two-thirds of the system. Repairing each pinhole is not cost effective. Our greatest concern is a failure of the system when it is needed the most, in an emergency. Repairs now are on a reactive basis and result in additional costs to repair damaged walls, floors, and electronic systems. The fire sprinkler system must remain on to operate the school for student's safety at all times. In the event of a leaking pipe, the system must be shut off to fix the piping therefore resulting in interruption of our educational program and increasing costs, hard and soft, for immediate repair. We are asking for this replacement to maintain the educational integrity of our program without continued interruption and for the safety of all children and adults on our campus.

How Urgent is this Project?

SkyView Academy's roof and fire sprinkler system are very urgent items. Both are complete unknowns and should a catastrophic event occur, the school would have to close until it could be resolved. Not many charter schools can survive such an event due to no access to alternative spaces for relocating students and staff. SkyView Academy must address the roof and fire sprinkler as soon as possible and remove this risk altogether in order to protect the integrity of our program and health and wellness of our student and staff.

Patching and repairing can only be done on an emergency basis and this is a major safety issue for the students and an interruption of life and learning.

Finally, the ongoing cost to continuously repair both the roof and fire sprinkler system is a financial strain on the school's operating budget. It follows, that the total cost for the roof and fire sprinkler replacement is a massive expense to SVA's operating budget. Charter schools must fund all capital needs with per pupil revenue, so when repair and maintenance needs begin to demand more than the recommended amount of debt service and capital expenses, the education of the students in our classrooms will suffer. SkyView Academy takes the responsibility of delivering our mission and vision to our large student body and parent community very seriously. As most charter schools, we know we are held to a higher standard in the eyes of our "customers" and we must continually deliver results. Additionally, we are finding it increasingly difficult to retain the best and brightest of staff due to the financial stress of these repairs over the years. There is certainly a safety urgency for our request but there is also an urgency of educational program delivery, fair market competitiveness for our staff and a safe environment (campus) for our parents and students to visit and learn in each day.

The timeline for the projects will be to start right after school is dismissed at the end of May. The contractors need the maximum amount of summer time to complete these projects. Fransen Pittman will be on site starting in June to monitor the roof and fire sprinkler projects. The required completion of the projects is August 1st, before teachers and students return for the next school year.

How Does this Project Conform with the Public School Facility Construction Guidelines?

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Both of the school's projects, the roof and fire sprinkler system, conform to the Public Schools Construction Guidelines, adopted on 12/5/2014, per the following sections below:

Article 4.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. Public school facility accessibility.

-4.1.2 Roofs-Install a weather-tight roof that will drain all water from the roof and away from the building. The roof will remain as a flat roof. The roofing material used will be 60-Mil TPO White. To eliminate future leaks, ½ of the skylights will be replaced and ½ will be demolished and refinished with a cover matching the new roof material. Specific conformity to the guidelines is within section 4.1.2.1.4.

-4.1.6 Fire Management-Replace a leaking automatic fire sprinkler system with all new piping. This is a current overhead system that is in need of pipe replacement. Conformity of the system will be followed via the Colorado Division of Fire Protection and Control.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Our maintenance program is managed by the Operations Manager with support from a Building Engineer and Head Custodian. The roof will be inspected annually by a certified professional consultant with particular attention paid to expansion joints, drains, curbs, skylights and all field areas. Currently our maintenance program includes scheduled inspections of the fire sprinkler system once a year. The inspection includes a detailed review of the control valves, wet and dry systems, alarms, sprinkler heads and sprinkler piping. This is done by an outside firm, specializing in this line of work. This maintenance program for the roof and fire sprinkler will continue after both are replaced and brand new. It is our intent to not have these issues repeat themselves and maintain the safe upkeep and operation of these systems.

SkyView maintains an annual budget amount for Property Improvements and Repairs and Maintenance. These budgets increase at a rate of 10% each year to allow for the costs of failed items. These items are also 2% of the SkyView's overall budget. In the event of larger maintenance items, SkyView is required by our Trustees to hold a Repair and Replacement fund with the Trustee of our Bond Issue. This fund is currently being funded at .5% of the operating expenses each year. Our expectation is that by 2018, we will have reached the 2% threshold, ultimately growing this reserve fund to approximately \$200,000 for repairs and maintenance. In the years after the requirement has been met, SkyView will continue to reserve funds in the Repair and Replacement account. It would be expected that the .5%, if not more, is added each year, growing the account to \$700,000 when a new roof would be needed.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

Please note that no state assessment has been completed for the SkyView Academy (SVA) facility located at 6161 Business Center Drive in Highlands Ranch, CO 80130.

The SkyView Academy facility had been vacant for over 5 years when purchased by the Douglas County School District (DCSD) on behalf of SVA in 2010. It is SVA's understanding that the school district conducted standard due diligence on all facility conditions as part of the facility purchase. SkyView Academy paid a monthly lease to the DCSD for use of the facility from 2010-2012.

This lease arrangement was possible due to the DCSD agreeing to use their Certificates of Participation (COPs) to finance the transaction on behalf of SVA as a new charter school. The first phase of renovations were completed in 2010 so the facility could open and serve grades PK-5 in its first year. A Facility Master plan with detailed analysis of the building was completed by SlaterPaull Architects and is attached to the application packet.

Upon charter contract approval from the DCSD for a high school expansion in 2011, SVA pursued independent financing and purchased the entire facility from the district in 2012. All subsequent renovations and sole ownership of the facility were then held by the charter school. This final phase of renovation was complete in April 2013.

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Overall the school building is in fair condition and being put to use by the 1500 students and staff that occupy it for up to 18 hours each day. However, there are major areas of concern that could prove catastrophic relative to long-term health, safety, and maintenance. Thus, SkyView Academy is pursuing a BEST grant to support the replacement of the entire roof and two-thirds of the fire sprinkler system. The proposed project is detailed more in the Integrated Program Plan Data.

Current Grant Request:	\$455,127.05	CDE Minimum Match %:	57
Current Applicant Match:	\$603,307.95	Actual Match % Provided:	57
Current Project Request:	\$1,058,435.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$35.00
Total Project Costs:	\$1,058,435.00	Escalation %	5
Affected Sq Ft:	110,000	Historical Adverse Effect?	No
Affected Pupils:	1,236	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$10	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$856	Who owns the Facility?	3rd Party
Sq Ft Per Pupil:	89	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
Secured Private Financing	Per the current Bond Lease Agreement for the facility, if SkyView Academy (SVA) were to default financially, all rights to the building would turn over to the bond holders. They could then take action to sell the property or find a different charter school to operate in the same building. Per the Charter contract with Douglas County School District (DCSD), if the school were to cease operation, DCSD could continue to operate the school under the same educational program until the end of the year, or move to reassign students to different schools. The school district does not hold any rights to or ownership of the facility.		

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	197.16
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	244.58
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	100
Charter School Capital Construction Funding:	\$202,356.00



Dr. Elizabeth Celandia-Fagen

February 3, 2015

Scott Newell, Director
Division of Capital Construction
1580 Logan Street, Suite 310
Denver, CO 80203

Re: BEST Grant Program Application

Dear Mr. Newell and Members of the Capital Construction Assistance Board:
Lyndon Burnett (Chair), David Tadlock, Karl Berg, Kathy Gebhardt, Ken Haptonstall, Denise Pearson, Tim Reed, Matt Throop, and Cyndi Wright:

The Douglas County School District (DCSD) submits this letter in support of the BEST grant application from SkyView Academy, a Douglas County School District charter school.

SkyView is one of DCSD's many high-performing schools. Enrollment at SkyView is consistently growing, having just added 12th grade, making SkyView the only K-12 charter school in the District.

SkyView's staff provides a unique educational choice not available elsewhere in the District, with its emphasis on a Classical education model. While SkyView families are proud of the successes of their students' potential, the quality of SkyView's facilities are in need of attention.

Currently the roof and sprinkler system at SkyView are deficient and present significant safety concerns for students, staff and all SkyView community members who visit the school. The BEST grant program will provide SkyView with an opportunity to educate its students in a safe and healthy environment by correcting the deficiencies in the roof and sprinkler systems. Given a safe and enriching environment, SkyView will continue to provide an excellent education opportunity for DCSD families that have made it their choice.

SkyView does not occupy a DCSD building, nor are DCSD bond funds available to SkyView for building and physical plant upgrades.

I urge you to support SkyView's application.

Sincerely,


Elizabeth Celandia-Fagen, Ed. D.
Superintendent

• Facilities Impacted by this Grant Application •

Calhan RJ-1 - Roof Replacement - Calhan K-12 - 1954

School Name: Calhan K-12

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	88,546
Replacement Value:	\$27,400,419
Condition Budget:	\$7,688,310
Total FCI:	28.06%
Energy Budget:	\$0
Suitability Budget:	\$2,136,100
Total RSLI:	37%
Total CFI:	35.9%
Condition Score: (60%)	3.26
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.75
School Score:	3.86



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Applicant Name: CALHAN RJ-1

County: EL PASO

Project Title: Roof Replacement

Previous BEST Grant(s) Funded: 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

During the fall of 2011, school employees and community members worked closely with the architectural firm, RTA, Inc. to develop a master plan for Calhan School District. The master plan identified the fact that student enrollment is declining and will likely continue to decline at a slow rate over the coming years. The existing facility is adequately sized for the current student population. Recent investments in building upgrades reinforce the commitment of the District to the building and its continued use.

The master plan process included five Design Advisory Group meetings as well as a community open house and an online survey. During this process, building assessments were completed and both a condition matrix and a priority matrix were created to rank building deficiencies. This process clearly identified that the roof on the building has reached its service life and should be replaced. The long term strategic plan includes a time line which describes the priorities for the next 5-10 years. Originally, a roof replacement was categorized as a 5-10 year project. However, the roof continues to deteriorate in certain areas causing damage to the interior of the building plus comprising the structural integrity of the roof system.

Over the years, our facility has undergone many additions and renovations. With these changes, various roof coverings have been added to our building. These include EPDM, TPO, modified cap sheet, metal roofing, and foam covering. Dissimilar roof materials are not flashed and sealed properly and lead to ongoing patching, sealing and repairs.

Calhan School District is pursuing a BEST grant because we are aware of the deteriorating condition of our roof. We are aware of the excellent shape of our facility, and we don't want to compromise the interior structure because the roof leaks causing damage.

Deficiencies Associated with this Project:

The Calhan PK-12 school building was originally built in 1954 and has had numerous addition and renovation projects over the years. As a result, the existing roof consists of many different roof system types that have been installed at different times over many years. Some areas of roof such as the metal roofing over the gym are original and are at least 60 years old. In December 2014 Calhan School District had a roof system survey completed by Cave Consulting Group. This assessment report has been attached to this application for reference. Existing roof assembly descriptions are included and deficiencies

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are identified and organized by roof area and identified by a letter. The report recommends replacement of areas A, B, C, E, F, G, H, J, K, L, P, R, and U. It further states that the district should also consider the replacement of area M, because it is reaching its useful life.

Calhan School District's matching funds are limited so the full replacement scope identified in the report cannot be completed within the identified budget. The district has made the decision not to pursue completion of roof scope for areas A, B, and C. The proposed project includes roof replacement scope in areas E, F, G, H, J, K, L, M, P, U and the lower portion of roof area R (approx. 8,200 sf). The School District will only complete the upper roof area R (approx. 11,800 sf) if bidding is favorable and this scope can be afforded. The scope for this area will be included as a bid alternate for flexibility.

The following deficiencies are evident in the existing roof systems.

Roof Areas E, L, U

These low slope roof areas consist modified cap sheets over built-up roof, over rigid insulation on a wood or metal structural roof deck. The cap sheets were installed in 2005 over existing BUR roofing installed in 1954, 1995, and 1999. Area E slopes at approx. 3:12, and areas L and U appear to slope approximately $\frac{1}{4}$ " per foot. Deficiencies in these systems include roof membrane blistering, open flashing or holes, open seams and general roof deterioration. In some locations, the vertical flashing at parapets are deteriorating and horizontal flashing at high walls are leaking and need continual maintenance.

Roof Area F

This low slope roof area is 1 $\frac{1}{4}$ " thick foam coating over 1 $\frac{1}{2}$ " foam and coating over a built-up roof system on a wood roof deck. The foam was installed in 2005 over the BUR roofing installed in 1982. The roof in this area appears to slope at $\frac{1}{4}$ " per foot. Deficiencies in this system include open flashings and roof holes that require immediate attention. Flashing to dissimilar roof and wall materials do not seal properly in this area. This roof area continues to leak and cause interior problems and additional maintenance. Foam coatings are extremely difficult to flash into or repair leaks after the foam is applied.

Roof Area G

This roof area is a sloped metal roof system installed in 1954. It is sloping at approximately 3:12. The insulation is hung below the roof on the interior of the gym space. Although still functioning, the metal roof system is aging and in need of repair and resealing. On the south side, this system meets a flat roof and does not include proper flashing. The sealant along this edge is aging and leaks are evident. Many repairs have been attempted in this area to try to maintain a water tight roof transition.

Roof Area H

This roof area is a low slope standing seam metal roof system with an elastomeric coating. The original standing seam metal roof was installed in 1991, and elastomeric coating was installed in 2005. It slopes at $\frac{1}{4}$ " per foot. The metal roofing acts as the structural metal deck and insulation is pinned to the underside. Deficiencies with this system include continual leaks at skylight and mechanical equipment penetrations. Flashing repairs have been made at mechanical areas which are now beginning to leak again.

Roof Area K

Roof area K was installed in 1992 and is a small section of roof that consists of mechanically fastened EPDM roof system over rigid insulation on metal roof deck. The roof slopes at $\frac{1}{4}$ " per foot and is a "bowl" shape that does not drain well. The area fills with snow and ice and the roof drain continually plugs with ice. This roof is in poor condition that includes many roof repairs and has been a problem area for the school district.

Roof Areas P and R

These roof areas consist of ballasted EPDM roof systems over rigid insulation on metal roof deck. Roof area P was installed in 1997 and roof area R was installed in 1995. They slope at $\frac{1}{4}$ " per foot. Deficiencies include flashing pulling away from parapet walls, displaced ballast, and multiple repairs have been made. At mechanical units, the EPDM flashing is pulling away from the curb creating tension in the membrane. With the ballasted EPDM system, it is very difficult to find leaks and requires removal of the ballast to allow membrane repair.

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Roof Area J

Roof area J is a graveled built-up roof system that was installed as part of the building addition in 2013. This area was installed to alleviate drainage issues along the 2013 building addition where the older foamed in place roofing occurs. Although this area is functioning properly, it will be replaced as part of the replacement of the foamed in place roofing (Area F). This will create a contiguous roof system in this area.

Roof Area M

Roof area M consists of a fully adhered TPO roof system installed in 2005 and is noted in the roof survey as being in fair condition. However, it is nearing its useful life and has some major deficiencies. This roof has been identified by school district personnel as being a very high priority for roof repair. There are several areas that have roof laps running the wrong direction and catch water. There are evident holes in the roof that require immediate attention. Some areas have open flashings, open holes and split seams. Around the mechanical units, the TPO membrane is pulling away from the curbs creating tension in the seams and in some areas are pulling apart.

Soffit Damage

In addition to repairs identified in the roof survey, exterior soffits along the High School wing have been as a repair need for the district. This Water infiltration has caused soffit damage that requires repair. The soffits are constructed with ¼" thick tempered hardboard panels with 1x wood trim and fascia boards. In many locations the tempered hardboard panels have deteriorated causing their attachment to the soffit to fail. The maintenance staff has attempted to reattach these panels with limited success. In some locations, the fascia and trim boards are rotting and need to be replaced.

Proposed Solution to Address the Deficiencies Stated Above:

In December 2014 Calhan School District had a roof system survey completed by Cave Consulting Group. This assessment report has been attached to this application for reference. Existing roof assembly descriptions are included and deficiencies are identified and organized by roof area and identified by a letter. The report recommends replacement of areas A, B, C, E, F, G, H, J, K, L, P, R and U. It further states that the district should also consider the replacement of area M, because it is reaching its useful life.

Calhan School District's matching funds are limited so the full replacement scope identified in the report cannot be completed within the district's match budget. The district has made the decision not to pursue completion of roof scope for areas A, B, and C. The proposed project includes roof replacement scope in areas E, F, G, H, J, K, L, M, P, U and the lower portion of roof area R (approx. 8,200 sf). The School District will only complete the upper roof area R (approx. 11,800 sf) if bidding is favorable and this scope can be afforded. The scope for this area will be included as a bid alternate for flexibility.

The following describes the proposed solution for each of the defined roof areas.

Roof Areas F, J, K, L, M, P, R, U

The existing roof systems will be removed down to the existing structural roof deck. The deck will be inspected and deck repairs will be addressed if needed. The new roofing system will include the installation of 3" polyisocyanurate insulation. Tapered insulation will be included to insure proper positive drainage to existing roof scuppers, roof drains or gutters and downspouts. ½" thick high density wood fiber protection board will be installed over the insulation to provide a proper substrate for the new roof system. The new roofing system will be built up consisting of four ply type VI fiberglass membrane with a flood coat and graveled surface. New flashings, drip edges and cap flashings will be installed at material transitions to insure drainage and a water tight roofing system. The graveled built-up roof system has a life cycle of about 25 years.

Roof Area E

The existing roof systems will be removed down to the existing structural roof deck. The deck will be inspected and deck repairs will be addressed if needed. The new roofing system will include the installation of 3" rigid polyisocyanurate insulation. ½" thick high density wood fiber protection board will be installed over the insulation to provide a proper substrate for the new roof system. The insulation and cover board will be fully adhered to each other and the roof deck. The

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new roofing system will be a fully adhered 60 mil EPDM roof system with a white coating. New flashings and drip edges will be installed at material transitions to insure drainage and water tight roofing system.

Roof Areas G and H

Due to the nature of these standing seam metal roof systems, they cannot be replaced or repaired easily. At roof area G, the existing metal surface will be cleaned and receive two coats of acrylic elastomeric roof coating applied over the existing standing seam metal roofing. At area H the existing elastomeric coating will be cleaned and receive two coats of acrylic elastomeric roof coating over the existing elastomeric coating. Dry film thickness of the coating shall be approximately 10 mils. This coating will seal any openings in the roof and has the ability to be elastic as the metal roofing expands and contracts with thermal pressures. This coating will be applied to all metal flashings, terminations, mechanical curbs and skylight curbs as well.

Soffits

Approximately 350sf of deteriorating soffits will be replaced at the High School area. A durable ½” plywood panel will be installed over the existing wood soffit framing. Trim and fascia boards that are rotted will be replaced with new 1x trim boards. The wood sub-framing will be inspected and replaced as necessary to provide proper attachment of trim boards and plywood soffit panels. The new soffits will be primed and painted to provide a durable finish.

How Urgent is this Project?

The Calhan School District Master Plan was completed in February 2012 and included a 5 year strategic plan. This plan identified roof repairs as belonging to a larger 5 to 10 year renovation project. This was due to the high costs of such a project and the anticipation that a bond election might be passed in order to complete a larger more encompassing school renovation project that would include roof replacement. Since that point, the Calhan School District has experienced extensive problems with the roof systems and has re-evaluated the need for a roof replacement. The urgency of this project is evident in the continued leaking of the existing roofing, building damage, and the potential for extensive damage to the school district's assets within the building.

The condition of the existing roof is creating problems and hazards that will only worsen over time. The roof has already failed in numerous areas and requires continual maintenance time and effort to repair. Because of the nature of the different types of existing roof systems, these failures can be unpredictable, difficult to find and difficult to repair. Dissimilar roof materials are not flashed and sealed properly and lead to ongoing patching, sealing and repairs.

Failure of the existing roof systems create situations that lead to additional building damage. In many locations, the structural roof deck is wood and susceptible to water damage. This damage can begin to compromise the structural integrity of the roof system. It is critical to have a watertight roof system to protect the structural roof deck.

These roof failures often cause damage to the interior of the building including damage to roof insulation, ceiling tiles, drywall partitions, paint, and carpet. Continuous failure of the roof systems leads to moisture intrusion within enclosed spaces that allows undetected mold and mildew growth in ceiling spaces, wall cavities or behind equipment and casework. In some instances, these leaks have occurred over occupied spaces leading to disruption of instruction and learning.

Books, equipment, furniture and computer technology in classrooms and office areas are also vulnerable to damage from roof leaking. In 2013, several computer keyboards were destroyed when water leaked through the ceiling over the computer lab. During the 2011 assessment season, CSAP testing boxes with student books covered the floors of 2 administrative offices. We had a rainstorm that week, causing water to run down the walls and through the ceilings. Luckily, we caught the problem soon enough. Had we not been this lucky, our school and district accreditation would have been seriously impacted.

During snowstorms, the District Maintenance Director finds himself on the roof, strategically moving snow from areas that leak into the interior of the building. There have been occasions when he didn't get the snow removed soon enough, resulting in saturated ceiling tiles, ruined sheetrock, and damaged carpeting.

Continual roof maintenance and repair costs are a burden to already limited school district resources. The proposed water

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tight roof systems will protect the school district's assets, improve energy efficiency and provide an improved interior learning environment.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The project will conform to the Public Schools Construction Guidelines for new roof construction. By following the guidelines listed below, the roof project will improve the building envelope and lead to a healthy and safe environment for students, staff, and visitors.

4.1.1 Sound Building Structures: The proposed roofing project will properly protect the existing structural roof deck allowing it to maintain its structural integrity.

4.1.2 Roofs: The new roof systems will create a weather tight roof that drains water positively off of the roof and discharges the water away from the building.

4.1.2.1.1 Built-up Roofing: A built-up roof system is proposed for low slope roof areas

4.1.2.1.2 EPDM Roofing: A 60 mil EPDM membrane roof system is proposed for low slope roof areas.

4.1.4.1 Healthy Building Indoor Air Quality: The proposed roof systems will prevent water penetration leading to a tight building envelope and improved indoor air quality.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Calhan School District will provide preventative maintenance to the roof with the same care and due diligence that was provided to our existing roof. The roofing manufacturers and installers will be held accountable to the terms and conditions of their warranties and work.

Regular roof inspections will be scheduled to assess roof membrane and flashing conditions. Deficiencies will be reported and repaired promptly. The interval of the inspections will increase as the roof ages. This allows for the opportunity to discover and repair any leaks prior to the leaks creating a safety issue or damage to the facility.

Our current facility maintenance budget is approximately \$350,000.00. The District allocates \$50,000-\$100,000 each year to our Capital Project fund to replace building systems at the end of their expected life.

The District's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and capital renewal program. The program is to provide systematic allocation of funds for the maintenance of District owned facilities, the renewal of infrastructure and facilities based upon subsystems' predictable life cycles, and the long term elimination of deferred maintenance.

Within the Calhan School District, maintenance work shall be defined as the work necessary to keep all district owned facilities in good repair. This work includes maintaining, operating, and repairing utility systems to include electricity, water, gas, heating, ventilation, air conditioning, plumbing, and sewage. It also includes maintaining and repairing basic components of district buildings and grounds, roofs, floor coverings, wall coverings, doors, windows, hardware, turf, sidewalks, parking lots, and ancillary facilities and /or equipment.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

NA

Current Grant Request:

\$711,541.60

CDE Minimum Match %:

45

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Current Applicant Match:	\$582,170.40	Actual Match % Provided:	45
Current Project Request:	\$1,293,712.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$216.00
Total Project Costs:	\$1,293,712.00	Escalation %	4
Affected Sq Ft:	75,000	Historical Adverse Effect?	No
Affected Pupils:	463	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$17	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$2,794	Who owns the Facility?	District
Sq Ft Per Pupil:	162	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		NA	

District FTE Count:	430	Bonded Debt Approved:	
Assessed Valuation:	\$21,611,646	Year(s) Bond Approved:	
PPAV:	\$50,318	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,531,144	Year(s) Bond Failed:	
Median Household Income:	\$49,324	Outstanding Bonded Debt:	\$170,000
Free Reduced Lunch %:	40.98	Total Bond Capacity:	\$4,322,329
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$4,152,329
Five Year Change in Buildings to Current Revenues %:	111.76		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	191.08		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:			
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Edison 54 JT - Jr/Sr HS - Renovation/ Addition - Edison Jr/Sr HS - 1922

School Name: Edison Jr/Sr HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	21,558
Replacement Value:	\$6,839,958
Condition Budget:	\$3,540,765
Total FCI:	51.77%
Energy Budget:	\$7,545
Suitability Budget:	\$971,000
Total RSLI:	20%
Total CFI:	66.1%
Condition Score: (60%)	2.77
Energy Score: (0%)	1.82
Suitability Score: (40%)	1.34
School Score:	2.20



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: EDISON 54 JT

County: EL PASO

Project Title: Jr/Sr HS - Renovation/ Addition

Previous BEST Grant(s) Funded: 4

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: Two grants were submitted in FY2014-15. The smaller grant was submitted as a cash grant and was awarded. The larger grant was submitted as a COP grant and due the available funding by BEST, the grant was not awarded.

Project Type:

- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

This grant application addresses deficiencies of the existing Edison Jr/Sr High School facilities including life safety concerns such as lack of entry hierarchy and difficulty supervising the main entry. There are safety and egress issues in the school, which lacks a sprinkler system and fire separations. There is no elevator despite multiple floor levels, because of past additions. There are an inadequate number of spaces in the building to accommodate instruction, so classes were moved to the elementary building which has created overcrowding in that space. Students and faculty must walk to modular buildings for classes as well as to the adjacent elementary building for lunch. The Vo-Tech shops are full of equipment and materials and is not safe for more than five students to use at one time.

The Jr/Sr High School facilities have been well-maintained by a small facilities staff with limited resources, but main school building water distribution and plumbing infrastructures are original. The antiquated building systems are becoming less and less feasible to maintain and require replacement. The gymnasium building exterior shows extensive cracking at the single wythe CMU walls and requires re-pointing the joints. The built-up roof on this structure is original and is leaking into the walls. The paving and parking lot outside of the building has deteriorated to the point that students and faculty have no continuous paved path to the right of way, and spaces and traffic lanes in the parking lot remain unmarked.

A 2014 BEST grant has been awarded to the school to address the issues related to the domestic water and exterior stucco. Domestic water is provided by a well that is 1.5 miles from the school property and is running dry. The domestic water distribution system is original. The existing plumbing infrastructure is original to the building and plumbing fixtures have reached the end of their useful life.

BEST grant funding would be specifically directed towards improved safety and better educational environments for students. An appropriate number of adequately-sized classrooms, a central secure entrance, a safe shop facility and a code-compliant building can be achieved through the renovation of the existing facility and an addition. The addition would provide an interior connection between all levels of the campus, avoiding students walking outdoors for lunch and between classes. The new addition to the school would meet LEED-Gold requirements and CDE Facility Construction Guidelines. The Edison 54JT Jr/Sr High School is located 18 miles south of Yoder, in El Paso County. The district serves a wide ranging population both in and out of district. Reasons often cited for students to attend classes at Edison 54JT include a low teacher to student ratio and a successful special education/autism program. For the last four years Edison has received the Governors Distinguished Award and the John Irwin Award for Academic Excellence, putting the school in the top 8% of schools in the state. The Edison school campus has many buildings. The Jr/Sr High School building was built in 1922 on two levels, with classrooms and administration on the upper level and an Auditorium on the lower level. In 1968, a building addition created offices, restrooms, a gymnasium, a cafeteria and kitchen on the lower level and two classrooms on the upper level. A second metal building addition housing a shop and storage was added in 1999. One modular building houses the English and math classrooms, and another houses preschool and autism programs. The main school building received some improvements to HVAC, electrical service and the exterior envelope. An elementary school building was constructed in

BEST FY2015-16 GRANT APPLICATION SUMMARIES

2009. Edison 54JT has applied for and received BEST grants and generated a master plan in 2007. The district has and will be a good steward of the previous work that has been completed.

Deficiencies Associated with this Project:

ROOF

The roof at the existing gymnasium is a low-slope built-up roof with perimeter gutters and downspouts that discharge to grade. The link between the gym and 1922 building is EPDM roofing that was replaced within the last 10 years as is the roof on the 1922 building. While there are leaks at the new roof areas which need to be addressed, the gym roof condition requires replacement. There are numerous areas of the roof that are deteriorated and not draining properly. There is water damage evident in the gym walls as well as the locker room walls. Mold was identified in the locker rooms which threatens indoor air quality. The gym floor is wood, and leaks could damage the floor rendering it un-useable.

FIRE SAFETY

The building is classified as type V-B. The original 1922 structure is wood framing, both walls and roof. The gym and link addition are loadbearing masonry with precast concrete-t decks. The metal building has steel walls and roof. The total existing main building square footage is 22,481 square feet. There is no fire sprinkler system in the building. The allowable area of this construction type is 9,500 SF. Currently there are rated corridors, but no fire separation walls. Any addition or renovation to the main building would require the construction of at least one fire wall separation. A fire wall provides both fire-resistance and isolation of the structural members and foundations between two areas of the school. It can be difficult and expensive to achieve in a renovation project.

Although the corridor walls were originally sufficiently fire-rated, the doors and frames are over 25 years old. There are transoms above the doors. The existing corridor walls do not adequately prevent the spread of fire and smoke as they would be required to under the International Building Code. There are an adequate number of exits and appropriate exit width from the classroom level.

There are also numerous small areas with inadequate fire separation, including the school vocational shop which does not appear to have a rated separation wall between the main school building and shop, as well as separation between shop areas.

SAFETY & SECURITY

There are 3 separate exterior "main" entry doors on the front of the school building, making the supervision and control of visitors and students coming and going somewhat difficult. Visitors to the site have a difficult time determining where to enter the building. Video surveillance at the "main" door is the primary form of monitoring the campus. This main entry door has been retrofitted with a buzzer and camera system. However, the camera at this entrance is positioned such that the visitor is only visible when standing in front of the door. The location of the administration area on the second floor does not allow for good supervision of the parking area or the main doors.

The main entry to the building opens directly into the former student cafeteria. Visitors have to turn a corner and go upstairs to get to reception/administration. This condition poses a security threat to the school. A locking vestibule with access through the admin suite would be a more secure arrangement.

Because the main building does not have an adequate number of classroom spaces, four programs are located in two modular buildings to the north and south of the main school building. The north building is approximately 100 feet from the school building, while the south building is 50 feet. These buildings are accessed throughout the school day as they contain core programs. Within the elementary school, the art classroom, cafeteria and computer lab are also used daily by the Junior/Senior High School students. Students moving between the elementary building, modular units and the main building are vulnerable to weather, as well as any outside threat to their well-being.

Due to lack of a paved parking lot, there is no fire lane clearly indicated in front of the school. Clearly marked handicapped parking and regular parking spaces do not exist. There is a sidewalk from the building to building but none connect with the paved road. Busses and cars use the same area for pick-up and drop off with students crossing the lot to get to cars at the same time traffic is moving through the site.

BUILDING ENVELOPE

There are numerous leaks in the roof on a seasonal basis. The roof on the 1922 building is a white TPO membrane material which has some vulnerability at the seams and joints. There is an original built-up roof on the gym and locker rooms which is past its useful life. A roof leaks at the gym and locker room areas are showing up in the walls of this building which has mold, peeling paint and visible damage. There is extensive cracking in the masonry joints of this building as well as water damage to the ends of the precast concrete T panels. A licensed structural engineer has confirmed that if it is not repaired it will start to fail. This is an ongoing issue which raises concerns about indoor air quality from potential mold, as well as student safety.

BUILDING CODE

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Access to the shop instructional area is through the auditorium which is an intervening space. As the auditorium is not an accessory space to the shop, this access is not code compliant. There is also a break room partitioned off in the Auditorium which has the same access issue and is not to code.

The school building is a two story structure. There is no elevator to provide accessibility to the classrooms on the second floor. Furthermore, the addition in 1968 was built using pre-cast concrete T floor and roof structure. The floor heights of the 1968 addition do not match the historic building. The second floor science classrooms have a finish floor about 18" higher than the historic building, necessitating a steep ramp. There is no straightforward manner to achieve access to these spaces without utilizing an adjacent classroom in the historic building for a ramp. The pre-cast concrete floors cannot be easily reconfigured to accommodate a ramp in the corridor, where it should be located.

EDUCATIONAL SUITABILITY

With the need for specialized education programs such as distance learning, college level courses, as well as tutoring and Title I many of the smaller classrooms serve multiple and often conflicting uses. Classrooms vary from 650 SF in the modular down to 335 SF in the main building. The computer lab in the building is under 600SF and is too small for research projects and class instruction, causing students to pair up to share computers which is not ideal. Math classrooms also double as distance learning spaces with no acoustic separation between groups. Two spaces which were originally used as classrooms have been repurposed into administrative spaces because there is no other space for administration. This resulted in the need for modular space.

The science classroom is too small to hold the number of students for some periods of the day, so a group of students has to use the science lab next door and still receive instruction from the same teacher. The lab is too small, with only half of the classroom serving as a true lab, and the other half being instructional space. Ventilation in the lab is accomplished through open windows and a unit ventilator, there is no exhaust system. There is no emergency shower or eye wash unit, and chemicals are stored in a cabinet in the lab

Because there is no available space, all of the art instruction from Kindergarten through High School occurs in the elementary school building. The library media center and the cafeteria for entire school also reside in the elementary school due to lack of space within the main building. Jr/Sr High School students must walk between the buildings daily.

CROWDING

Edison has a well-attended pre-school program and a specialized autism program for the severely autistic. Creation of these two programs has necessitated placing them in a modular unit. There are two classroom spaces in the modular, one for each program. The modular is undersized for use of each program. Autism children self-stimulate, so they require a swing in the classroom and large areas for movement so that they can progress with their education. Preschool needs area for the large number of materials kept in the classroom space, as well as space for gathering and eating. Toilet facilities for both of these groups need to be accessible which is lacking in the modular space. The students using the modular also circulate to the elementary school cafeteria and jr/sr high school gym. This contributes to security concerns for student safety.

The gym is used for physical education as well as therapy space for the autistic program which causes scheduling issues. There is a lack of space for a weight room, so the weight area is in one corner of the gym space on pads over the wood floor. There is no divider curtain to separate the gym in distinct areas which would help to alleviate the need for separate instructional areas. Fixed, built in wood bleachers take up a third of the useable space within the gym.

ELECTRICAL AND WATER SERVICE

The high school is approaching maximum capacity on electrical service. Further additions to the building would almost surely require an upgrade to the school's electrical service. The limit on adding electrical also means there is a limit to additional technology available to the students.

Throughout the classrooms, there is a lack of electrical outlets and data devices. It is common to see extension cords routed through-out the rooms with power strips in an effort to increase the quantity of plugs. The IT/Server space is in a corner of a classroom with plywood partitions open to the space to achieve adequate cooling for the system.

Ropes of plenum rated cable are zip-tied together and line the corridor walls rather than being located above the plenum. The school is equipped with wireless, but the computers provided to the students are a mix of laptops and desktops.

POOR INDOOR AIR QUALITY

The original mechanical system in the gym as well as the science classrooms is still in use today. The classrooms have unit ventilators located at the exterior wall under the windows. There are transfer grilles above the doors to the corridor acting as return air to the system. To adequately distribute air throughout each classroom, the ventilator fans must run at high speed which is noisy.

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The Gym is served by original propane fueled radiant panels in the ceiling space. This supplies heat to the space. There are operable windows on three sides of the gym which appear to supply all ventilation and cooling to the space. The windows have been partially blocked with plywood on the interior and have had the interstitial space stuffed with insulation which is moldy. There are fixed storm windows on the exterior so the space cannot receive adequate ventilation.

Locker rooms are heated with a small gas forced air heating unit. There are operable windows in the shower area but no exhaust fans. Due to the roof leaking into the exterior walls, there is a moisture issue in the shower area of the locker rooms as well as visible mold problems. Locker rooms are environments susceptible to the development of staph and staph related bacteria and adequate ventilation is critical to good health and safety.

The gang toilet rooms do not have exhaust fans. The toilet rooms have a unit ventilator with a return air louver in each of the doors and a wall mounted cabinet unit heater.

SCHOOL SITE

The site amenities at Edison 54JT are minimal. There is a dirt track at the back of the school property as well as a backstop and football uprights. The school has an autistic program that uses the track during the school day in order to treat the severely autistic children. It serves as an educational tool in addition to the gym and the swing in the classroom. In both good and bad weather the surface of the track is problematic. It can be dusty or muddy depending on the season and can be challenging for the students to use safely.

Proposed Solution to Address the Deficiencies Stated Above:

The planning team has determined that removing the science classrooms, high school gym, and locker/storage room addition to the historic building and replacing it with a new addition that addresses deficiencies, and is the best use of funding.

The latest CDE Statewide Facility Assessment indicates that the costs for simply correcting the building's physical deficiencies would be over \$1.8 million, with over \$1.0 million identified just for mechanical, electrical, plumbing and life safety upgrades. The CDE Assessment identifies building replacement value at \$6.1 million. There are a number of deficiencies which were not noted in the Facility assessment, therefore it is proposed to renovate the existing 1922 building, providing vital upgrades to the systems, while removing the steel building and the 1968 building and replacing it with a new addition.

The addition would house six new classrooms, a new shop space, administration and a new gym with support space. The planning team has determined that this is the most effective way to improve the existing junior/senior high school with long-term considerations in mind and meet the enrollment and programmatic changes for the students.

The existing structure of the historic school is in good condition, and requires system upgrades for outdated or missing electrical/IT and life safety systems as well as some exterior envelope repairs and window flashing corrections. A new IT room will be located in the addition and new power and data outlets installed on classrooms. The second floor of this building will be returned to classroom space, with general classrooms and distance learning accommodated. Classrooms would receive new paint, floor finishes and floor refinishing.

The new addition will meet the requirements of the High Performance Certification Program, providing a new, easy to maintain, low-cost facility with a life expectancy of 50 years or more. The new addition will be constructed of a Type I or II, non-combustible, fully-sprinkled construction with adequate egress and fire separations throughout. Corridors will be properly sized and constructed for building safety. New classrooms will have adequate daylight and sufficient acoustical separation. The main entry will be secured by a vestibule leading through the administrative suite, and the remaining entries will be able to be secured during the day.

The existing modular classrooms will be removed, improving safety for students circulating between the elementary and junior/senior high school building. The students currently occupying the modular buildings will be relocated within the junior/senior high school historic building or the new addition. A new connecting entry and corridor will be constructed between the elementary and junior/senior high school to provide safe access between the buildings.

A wet fire sprinkler system will be installed throughout the existing building and the new addition to improve life safety within this building. The entire facility will be fully ADA accessible.

New site circulation will be designed to separate visitor traffic, student traffic, bus drop off and parent drop off into their own paths or areas as well as indicating a fire lane. The existing dirt track will receive a new weather resistant surface.

How Urgent is this Project?

ROOF

The gym roof is leaking and is draining into the walls of the gym and locker rooms. The urgency of this deficiency is high and should be corrected. Due to the potential for leaks damaging finishes and contributing to mold structure, there is an immediate need for correction.

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FIRE SAFETY

The combustible nature of the building and partial corridor ratings is a significant risk. The proximity of the shop building to the historic building and the unrated exterior walls is also hazardous. The urgency for correction is medium and should be remedied within 3 years. The importance factor is high with regards to life safety.

SAFETY & SECURITY

The poor entry control and supervision has not been an issue up to this point. Student access between the main building, the elementary school and modular units has also not been an issue. In spite of this, the urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

Site paving and safe separation of vehicles and pedestrians as well as a designated fire lane impacts safety daily. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

BUILDING ENVELOPE

The extent and timing of the structural cracking at the gym should be monitored and the roof should be replaced. Repairs to the stucco and trim on the 1922 building should occur. The urgency for correction is high. The importance factor is high with regards to life safety.

BUILDING CODE

Accessing the shop through the Auditorium is in violation of code. Accessibility is critical to providing education to all students. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

EDUCATIONAL SUITABILITY

The undersized classrooms and lack of programmed learning spaces should be corrected to address the current enrollment. The urgency is high and should be corrected within one year. The importance factor is medium with regards to educational adequacy.

CROWDING

The lack of classroom space within the school and need for modular classrooms to accommodate students is a critical issue. Not only is there inadequate classroom space, student safety is compromised by icy site conditions and high winds present during winter months. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

ELECTRICAL SERVICE

In order to keep up with modern technology demands, the electrical and data systems should be replaced within the next three years, also to alleviate the unsafe practices and tripping hazards occurring within classrooms. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

POOR INDOOR AIR QUALITY

There is evidence of existing poor air quality and thermal comfort in the 1968 addition, specifically the science classrooms, the toilets, and the Gym and gym support spaces. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety.

SCHOOL SITE

The track used by the Autism program for therapy and education is a dirt surface and should be replaced with a more permanent and weather resistant surface. The urgency is medium and should be corrected within three years. The importance factor is low with regards to life safety.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Existing Project Non-Compliance and Proposed Compliant Solution:

CDE 3.2 A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building.

At the gym and associated support spaces the roof is beyond its expected life and leaks into the walls of the building. The new addition would replace this structure and employ a new, energy-efficient and easily maintained roof membrane.

CDE 3.3 A continuous unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit or a public way. Doors shall open in the direction of the path of egress, have panic hardware when required, and be constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis.

The Facility Code Analysis shall address, at a minimum, building use and occupancy classification, building type construction, building area separation zones, number of allowed floors, number of required exits, occupant load, required areas of refuge and required fire resistive construction.

The existing corridor is not fully rated and the building may be too large without a sprinkler system. These conditions do not

BEST FY2015-16 GRANT APPLICATION SUMMARIES

providing a safe means of egress for the students. The proposed renovation and addition would be fire sprinkled and within allowable area limits or provided with fire area separations.

Additionally, the second floor is not accessible since it lacks an elevator. The new addition would contain an elevator that will serve the second floor classrooms and provide an accessible route.

CDE 3.9 Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or through a less preferred mechanism like a video camera system. All other exterior entrances shall be locked and have controlled access.

The current entry is difficult to supervise and control, with the entrance on the first floor and the administration office on the second floor. The new addition will have a clearly-defined main entry with secured access through the administration suite during the day.

CDE 3.10 Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes.

The addition and renovation will allow for new, energy efficient lighting in the addition, and adequate technology, and safe amounts and locations of power and data outlets to eliminate extension cords and other hazards within the existing building.

CDE 3.11 A safe and efficient mechanical system that provides proper ventilation and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.

An efficient and easy-to-maintain HVAC system would take the place of the existing, unit ventilators, propane fired radiant heaters and a forced air furnace in the 1968 addition which would be removed and replaced with an addition.

CDE 3.15 Safe laboratories, shops and other areas storing paints or chemicals that complying with CDPHS 6CCR 1010-6 "Rules Governing Schools."

The science lab has been cited for non-compliance and the storage of chemicals is being addressed. The lab lacks an emergency shower and eye wash. The new science lab will have a separate storage and prep area for these chemicals.

CDE 3.17 A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.

The existing school is not fully ADA compliant with regard to restroom accessibility, building access and circulation. The renovation and addition would be built to full ADA accessibility standards.

CDE 3.18.4 A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria: Solid surfaced staff, student and visitor parking spaces should be identified at locations near the building entrance and past the student loading area.

The parking and staffing area is unpaved and unmarked. There are no accessible spaces clearly marked and signed. The bus and passenger vehicles use the same lot without markings. The fire lane needs clear indication.

CDE 3.19.3 Locate site utilities away from the main school entrance and student playgrounds and sports fields whenever possible. Electrical service equipment, gas meters and private water wells shall have fences cages to restrict access to unauthorized persons. Propane (LPG) tanks shall be installed in accordance with building and fire codes.

The school has unfenced propane tanks as well as a diesel tanks. The installation of the tanks may not be code compliant. They may need to be removed and replaced.

CDE 3.19.5 Exterior buildings and walkways should be lighted.

The existing building is poorly lit which is a safety hazard. The renovation and addition would alleviate this danger with adequate site, building, and parking lights.

CDE 4.3 Educational facilities for individual student learning and classroom instruction, with technology embedded into the school facilities.

The addition will include technology with the proper building infrastructure to safely support it and the renovation of the existing building.

CDE 4.13.2 Classrooms should accommodate a maximum of up to 25 students and provide 32-35 SF/student with a minimum classroom size of 600 SF.

Classrooms in the existing building are smaller than 600 SF. Each classroom serves a minimum of 7 to a maximum of 18 students per period. The addition to the building will accommodate a standard sized classroom.

CDE 4.13.6 Science lab should be located centrally in the school, and provided with teaching demonstration table, emergency shower and eyewash, demonstration hood and student work stations with water and gas receptacles. The lab should be equipped with adequate instrumentation.

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The science lab is undersized and students must overflow into a second classroom. There is no emergency eye wash or demonstration table or hood. Water and gas receptacles are limited. The addition would contain a new larger lab space.

CDE 4.13.9.1 Art classroom with ample storage cabinets and counter sinks. A kiln/ceramic storage area shall be provided.

Finish materials in the art classrooms shall be smooth, cleanable and non-absorbant.

The existing building lacks an art classroom of any kind. The addition to the building would add this space along with storage, sinks and easily cleanable surfaces.

CDE 4.13.11 Career and Technical education classroom that supports desired educational program.

The current shop space is undersized and hazardous for more than 5 students. The space is crammed with equipment and some shop activities such as auto shop cannot be accommodated in the space. With the removal of this steel building a new larger shop can be constructed in the addition, with an auto, bus shop, and metals and wood shops. There are support storage spaces, a restroom and an office.

CDE 4.13.15 Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table.

The existing gym has extensive cracking between the joints as well as water damage to the walls from a leaking roof. The bleachers are fixed and backstops are original to the building. A divider curtain is also lacking. The original wood floor is at the end of its service life with one sanding remaining. The new addition will include a new gym with these features included.

CDE 4.13.16 Weight training area with free weights, mirror walls, exercise machines, rubber flooring and protective wainscoting.

The existing facility lacks a weight room. The addition project will add this important space.

CDE 4.13.17 Men and women's locker rooms with independent bathrooms, showers and locking metal lockers.

The existing locker rooms are too small for the teams and PE use. There is water damage in the walls of the space from roof leaks. The bathroom and shower spaces are original and are failing and need replacement. The addition will provide these spaces.

CDE 4.13.18 Visiting team locker room with independent bathrooms, showers and locking metal lockers.

A visiting team locker room does not exist in the existing building. This space will be added in the new addition.

CDE 4.13.19 Administrative, offices, nursing area, bathrooms, conference, reception area and building support areas to accommodate the educational program.

A new centralized administration area on the first floor next to the main entrance is being created in the new addition. Currently these spaces are spread out on the second floor of the existing building. Building support spaces have also been added such as chair storage, which is currently outside the existing gym in a shipping container. Building storage

CDE 5.1.18 Replacement of old inefficient mechanical systems with new energy efficient systems.

With the use of radiant panels, forced air, and unit ventilators in the 1968 building, a replacement building will address the inefficient mechanical systems and replace them with systems that minimize energy consumption and reduce utility costs for the district.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Edison School District 54JT

Capital Renewal and Maintenance Budget/Plan

Current Budget Amounts

Description	Amount
-------------	--------

Telephone	\$6,200
-----------	---------

Disposal Services	\$4,500
-------------------	---------

Electric	\$40,000
----------	----------

Propane	\$30,000
---------	----------

Custodial Supplies	\$9,000
--------------------	---------

Maintenance Supplies	\$5,000
----------------------	---------

Repairs	\$45,000
---------	----------

Total	\$139,700
-------	-----------

Anticipated Budget Amounts

Description	Amount
-------------	--------

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Telephone \$6,750
 Disposal Services \$4,950
 Electric \$49,250
 Propane \$37,500
 Custodial Supplies \$10,350
 Maintenance Supplies \$ 5,525
 Repairs \$40,000
 Total \$154,325

Increase With Renovation/New Construction \$ 14,625

Edison School District 54JT plans to set aside \$25,000 annually in a Capital Reserve Account for future upkeep/maint/repairs of new facility.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

The facility was originally constructed as a school.

Current Grant Request:	\$14,709,520.87	CDE Minimum Match %:	16
Current Applicant Match:	\$274,202.13	Actual Match % Provided:	1.83
Current Project Request:	\$14,983,723.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$861,863.03	Is this a Statutory Waiver?	Yes
Previous Matches:	\$90,468.98	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$15,936,055.01	Escalation %	7
Affected Sq Ft:	43,100	Historical Adverse Effect?	No
Affected Pupils:	161	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$348	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$93,067	Who owns the Facility?	District
Sq Ft Per Pupil:	268	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2014 Bond Proceeds		N/A	

District FTE Count:	194	Bonded Debt Approved:	\$775,000
Assessed Valuation:	\$3,255,194	Year(s) Bond Approved:	07,14
PPAV:	\$16,779	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$285,187	Year(s) Bond Failed:	
Median Household Income:	\$46,875	Outstanding Bonded Debt:	\$720,000
Free Reduced Lunch %:	38.8	Total Bond Capacity:	\$651,039
Existing Bond Mill Levy:	10.561	Bond Capacity Remaining:	(\$68,961)

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Five Year Change in Buildings to Current Revenues %:	0
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	166.18
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	94.9
Charter School Capital Construction Funding:	\$0.00

District Statutory Waiver for BEST Grant

A partial / full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- | | |
|--|----------------------------|
| A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * N from grant application) | \$2,353,523.34_____ |
| B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2014/15 AV x 20%): | \$651,038.80_____ |
| C. New proposed bonded indebtedness if the grant is awarded: | \$ <u>295,000.00</u> _____ |
| D. Current outstanding bonded indebtedness: | \$370,000.00_____ |
| E. Total bonded indebtedness if grant is awarded with a successful 2015 election (Line C+D): | \$665,000.00_____ |

School District: Edison 54 JT
Project: Edison Phase II Addition and remodel
Date: 02/27/2015

Signed by Superintendent:

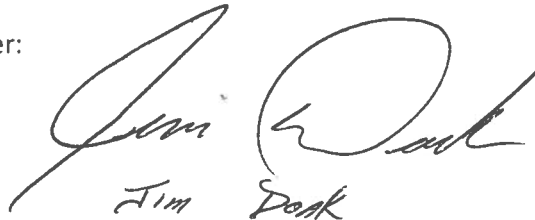


Printed Name: Pat Bershinsky

Signed by School Board Officer:

Printed Name: Jim Doak

Title: School Board President



Jim Doak

• Facilities Impacted by this Grant Application •

Harrison 2 - MS Health/ Safety Upgrades - Panorma MS - 1973

School Name: Panorama MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	139,527
Replacement Value:	\$38,404,756
Condition Budget:	\$25,648,136
Total FCI:	66.78%
Energy Budget:	\$0
Suitability Budget:	\$1,790,600
Total RSLI:	10%
Total CFI:	71.4%
Condition Score: (60%)	3.24
Energy Score: (0%)	1.98
Suitability Score: (40%)	4.47
School Score:	3.73



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: HARRISON 2

County: EL PASO

Project Title: MS Health/ Safety Upgrades

Previous BEST Grant(s) Funded: 6

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: Only the boiler replacement portion was applied for and was denied based on funding. The boiler replacement project was the first part of a proposed 3 part project to accomplish the work now defined in this project.

Project Type:

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Panorama Middle School was built in 1973 and was originally 90,875 square feet. A 22,000 square foot addition was completed in 1988 and another 26,652 square foot addition was completed in 1997, resulting in the current configuration of 139,527 square feet. The main classroom portion of the original building was originally an open school concept that was later enclosed with panelized walls (demountable partitions as identified in the Statewide Facility Assessment Report (SFAR)). The school currently serves a population of approximately 550 students with 79% of the students receiving free and reduced meal benefits. Panorama serves grades 6-8 in a traditional curriculum. Panorama has been maintained in good condition. The current Facility Master Plan, the last Operations and Maintenance Plan (2011) and the current SFAR identify the HVAC system in the original building as outdated, in poor condition, and in need of replacement. As noted in the SFAR, Task number 112.00 and 112.20 the HVAC system design makes system balancing difficult and provides a poor amount of fresh air in the school, creating CO2 levels in the 1000-2000 ppm range. The SFAR scored the school with a facility condition index of 54.79% with the mechanical system identified as needing the most improvement. The boilers, cooling tower, and make-up air units (MAU's) are original equipment, are 42 years old, are in poor shape, and are well past their design life. Most of the 53 heat pumps are original to the building, with approximately 12 having been replaced in the last decade. They are 42 years old, in poor shape, well past their design life of 15 years, and are difficult to replace when they fail due to their location and the limited work area inside the plenum. The HVAC replacement project/remodel will by significantly improving the indoor air quality in the school (which currently has excessively high CO2 levels) and significantly improve the health and safety in the school by reducing excessive temperatures, eliminating failures in other equipment due to high temperatures, and by allowing temperatures to be more uniformly maintained. The remodel portion will address fire code and building code issues in the classrooms with demountable partitions. As noted in the SFAR task number 70.00, corridors adjacent to these walls do not meet fire code due to the demountable partition walls. As noted in Task Number 117.10, classrooms have 1 electrical outlet per room in the classrooms enclosed by the demountable partitions, thus requiring the use of extension cords throughout the area, creating fire and safety hazards and violating the fire code. The District is pursuing a BEST grant for reducing excessive CO2 levels through a redesigned HVAC system that replaces unsafe boilers and associated HVAC equipment with a safe, high efficiency HVAC system that will eliminate the imminent failure of the existing boilers and associated equipment and improve the health and safety of the school's occupants. The District has no plans to close or replace Panorama and expects to maintain the school for the foreseeable future.

Deficiencies Associated with this Project:

Panorama was constructed in 1973. The HVAC equipment is all 42 years old. The original design occurred during the first oil embargo and resulted in a hybrid system of boilers, MAU's, heat pumps and a cooling tower. In 1973, there was a moratorium on new natural gas taps which drove the use of propane fired boilers combined with heat pumps operating with an 80 degree heat loop to every heat pump. The heat pumps are reversed to provide cooling with the cooling tower

BEST FY2015-16 GRANT APPLICATION SUMMARIES

available for maintaining 80 degree cooling water in the summer. This design is very inefficient in that the heating/cooling loop must always be maintained at 80 degrees to prevent tripping the heat pumps on thermal overload of the compressors. This design has also resulted in the district having no ability to control space temperatures using the district building automation system (BAS). In the late 70's, the boilers were converted to natural gas and the propane tanks removed. The MAU's are ducted to the plenum near each heat pump and not directly into the supply system. The air supplied by the MAU's is exhausted through two large building exhaust fans that take air from the same plenum that the MAU's supply. The MAU's are gas fired and direct expansion units to temper the air going to the heat pumps. This system is complicated, hard to balance, inefficient, and does not provide proper indoor air quality (CO2 levels are too high). Both boilers are Weil-McLain model WR8.3-GO-15. The refractory in the boilers has broken down and significantly degraded, with subsequent overheating of the sheet metal skin and excessive temperatures in the boiler room. Some areas of the skin have rusted through leaving refractory exposed to the atmosphere leading to further degradation. This is an immediate safety issue to anyone that is working near the boilers, and poses a serious contact burn safety issue. The District used thermal imaging to inspect the boilers and found numerous areas of excessively high temperatures on the casings indicating failure of the refractory. The excessive temperatures in the boiler room are causing failures in the electrical equipment located in the room and contributing to high temperatures in the main electric switchgear and in the adjacent cafeteria. The District conducted thermal imaging throughout the boiler room and found excessive temperatures in numerous electrical panels and on the junction boxes of the pumps. These temperatures are attributable to the excessive heat generated by the boilers due to refractory failure. While parts are available for the boilers and major HVAC equipment, the overall condition of the boiler infrastructure and associated HVAC equipment is poor, resulting in difficulty removing and installing parts. This has resulted in numerous jury-rigged solutions to what should be relatively minor problems. The parts are often not original equipment and require on-site modifications to get them installed and working. The boilers, pumps and associated equipment in the boiler room pose a serious safety concern, require excessive maintenance and repair and are failing at an increasing frequency. The HVAC system is poorly designed resulting in unacceptable CO2 levels and requires replacement. The boilers and associated equipment are inadequately designed to maintain proper indoor air quality levels resulting in high CO2 levels, and are a significant safety issue. The demountable partitions violate fire codes by preventing fire rated corridors and requiring the use of extension cords within the associated classrooms. The fire department has made numerous verbal comments on the lack of fire rated corridors in this section of the building. The demountable walls do not meet fire code for maintaining adequate fire separation. A fire in this portion of the building would not allow adequate egress time for occupants. The concern is aggravated by the lack of electrical outlets in the affected classrooms. This has led to extensive use of extension cords throughout this area, which violates fire codes and increases the possibility of a fire. Each affected classroom has 1 duplex electrical outlet which violates the electrical code requirement of an outlet per wall. Generally accepted practice would be two outlets per walls, evenly spaced. The current electrical circuitry has 4 classrooms per circuit, which results in overloaded circuitry, which also contributes to the possibility of a fire. The demountable walls have significantly increased the possibility of a fire with electrical origins and prevent creation of fire rated corridors in the area.

Proposed Solution to Address the Deficiencies Stated Above:

The District is proposing to replace the poorly designed and unsafe HVAC system with a conventional, higher efficiency HVAC system. The 2 existing 1.96 million BTU boilers will be replaced with 2 new AERCO Benchmark 3.0 million BTU high efficiency, condensing boilers. This would include installation of new pumps, new piping, a new flue liner, and electrical connections. The boilers are sized to allow the domestic hot water system to also be run on the new boilers, allowing the removal of a low efficiency domestic hot water heater. These boilers would be fully modulating over various load conditions allowing 1 boiler to efficiently handle loads in the shoulder months and the winter except for moderately cold conditions, when two boilers would be needed. The new boilers will resolve the safety issues in the boiler room and the adjacent cafeteria and will eliminate the failure of other components in the boiler room due to operating in a high temperature environment. AERCO boilers have proven to be robust and require little maintenance, which would also save the District a considerable amount of maintenance and repair time and money over the existing boilers. The District researched and bid boiler manufacturers in 2007 and decided to standardize all future high efficiency boilers to one manufacturer to minimize the parts and the training required to maintain the boilers. The District chose AERCO boilers after an extensive review of available systems. The District installed a DDC Building Automation System in 2003. This system is compatible with the new boilers and allows the District to control the boilers for optimal operation. The control system will monitor conditions and cycle boilers on and off as needed to optimize the efficiency of the boilers and to maintain the preset temperatures in the building. The boilers would be modulated based on the outside air temperature and the existing building temperature. With the modulating capability of each boiler, the boiler output can be matched to the load demand so that the boilers will operate at their

BEST FY2015-16 GRANT APPLICATION SUMMARIES

greatest efficiency and minimize unnecessary wear on the boilers and components. The new boilers will resolve the safety issues in the boiler room and the adjacent cafeteria and will eliminate the failure of other components in the boiler room due to operating in a high temperature environment. The district is also proposing to replace the low temperature heat pump heating loop with a high temperature loop to 4 roof top packaged units (RTU's) that would then be directly ducted to variable air volume (VAV) units in each conditioned space. The RTU's would provide heat through hot water coils supplied by the new AERCO boilers. The RTU's would provide direct expansion cooling to all the conditioned spaces. The cooling tower would be removed. The heat pumps would be removed and replaced with the VAV's, allowing direct digital controls (DDC) throughout the building. This system would provide adequate fresh air and lower CO2 levels below 1000 ppm. The district is proposing to remove the demountable partitions and replace them with standard 2x4 metal stud interior walls to create fire rated corridors and walls between classrooms. This will bring this area up to code for fire rated corridors and walls and will allow adequate time for evacuation in the event of a fire. This will also allow adequate time for response to a fire and keep the spread of the fire to a minimum. Installing standard walls will allow for adequate and safe electrical distribution throughout the classrooms. The classrooms would each have 2 electrical circuits providing 8 duplex receptacles, 4 per circuit. The possibility of fire from unauthorized use of extension cords would be eliminated.

How Urgent is this Project?

The District considers the replacement of the Panorama HVAC system and remodel to be extremely urgent. The high CO2 levels result in unacceptable indoor air quality and can produce drowsiness and lethargy. The current system was poorly designed, is very inefficient, and does not maintain adequate indoor air quality. The demountable partition walls are a fire and safety hazard by violating fire rated corridors and preventing adequate electrical outlets, thus promoting the extensive use of extension cords. The HVAC equipment is 42 years old, well past the design life of 25-30 years. Both boilers are in poor condition, pose a serious safety threat, and have a high probability of failure. The failure of the boilers during the heating system would cause school to be closed until the boilers could be replaced, resulting in a serious disruption to the learning environment for the school's kids.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The Panorama HVAC replacement project/remodel conforms to 1 CCR 303(1) section 3.11 "a safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55." This project will result in a system that is safe and efficient and provides proper ventilation, eliminating the high CO2 levels and poor indoor air quality. Removal of the demountable walls and installation of standard walls will result in fire rated corridors in the area and eliminate electrical safety issues throughout the area affected. The current HVAC equipment is 42 years old, poses a serious safety threat, is very inefficient and difficult to maintain. Replacement of the boilers with high efficiency boilers will bring the system into compliance with the most current version of ASHRAE 55. The condition of the boilers makes them unsafe and prone to failure which makes temperature control difficult. Replacement of the boilers will significantly increase efficiency (from approximately 60% to 95%) and reduce emissions. Replacement will improve safety as the boilers are prone to mechanical failure and leaks and the boiler room and surrounding spaces are excessively hot due to refractory failure. Replacement will also prevent the degradation of electrical equipment in the boiler room due to excessive temperatures in the boiler room. This project falls under Section One of 1 CCR 303(1) to promote safe and healthy facilities.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District budgets \$250,000 in general funds every year for maintenance, repair, and/or replacement of capital equipment. The district budgets another \$1.5 M a year in Capital Reserves for maintenance, repair, and/or replacement/capital renewal of capital equipment. The district has an aggressive preventive maintenance program to maximize the life of equipment. In this case, the equipment is 42 years old, significantly past the expected life.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

When constructed, the school was in excellent condition and it has been maintained in good condition. The original design of the mechanical system was accomplished during an energy crunch, resulting in a poor design. The HVAC system is in poor condition and some classrooms are not constructed to fire/safety code.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Current Grant Request:	\$1,859,367.50	CDE Minimum Match %:	50
Current Applicant Match:	\$1,859,367.50	Actual Match % Provided:	50
Current Project Request:	\$3,718,735.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$224.00
Total Project Costs:	\$3,718,735.00	Escalation %	5
Affected Sq Ft:	90,875	Historical Adverse Effect?	No
Affected Pupils:	544	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$41	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$6,836	Who owns the Facility?	District
Sq Ft Per Pupil:	167	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund		NA	

District FTE Count:	10,812	Bonded Debt Approved:	
Assessed Valuation:	\$541,507,830	Year(s) Bond Approved:	
PPAV:	\$50,084	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$18,985,411	Year(s) Bond Failed:	
Median Household Income:	\$39,451	Outstanding Bonded Debt:	\$51,095,000
Free Reduced Lunch %:	71.27	Total Bond Capacity:	\$108,301,566
Existing Bond Mill Levy:	12.5	Bond Capacity Remaining:	\$57,206,566
Five Year Change in Buildings to Current Revenues %:	-2.77		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	138.31		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	91.3		
Charter School Capital Construction Funding:	\$0.00		

March 2, 2015

Dear Best Grant Committee:

It comes with extreme pleasure and the highest recommendation that I can give that you please consider Panorama Middle School for your Best Grant. As a Colorado Springs Fire Inspector that works first hand with all of the K-12 schools in Colorado Springs, I know that Panorama Middle School can greatly benefit from the Best Grant.

With the funds that are provided from the Best Grant, Panorama Middle School can replace the walls in twelve classrooms that would not only improve the schools overall fire safety, but ensure the safety of the children as well. I can think of no greater cause than providing our children with a safe environment; in which they can learn without any distractions or cause for concern.

I sincerely thank you for considering Panorama Middle School and please feel free to contact me if I can be of any further assistance.

Sincerely,

Tanya Deering

Fire Inspector I

Colorado Springs Fire Department

375 Printers Parkway

Office of the Fire Marshal

Tel 719.385.7491

Fax 719.385.7334

tdeering@springsgov.com

Providing the highest quality problem solving and emergency services to our community since 1894.

• Facilities Impacted by this Grant Application •

James Irwin Charter Schools - Security Upgrades - 1992

School Name: James Irwin Charter ES/MS/HS

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	188,000
Replacement Value:	\$61,193,638
Condition Budget:	\$9,316,620
Total FCI:	15.22%
Energy Budget:	\$0
Suitability Budget:	\$1,282,500
Total RSLI:	38%
Total CFI:	17.3%
Condition Score: (60%)	3.80
Energy Score: (0%)	2.71
Suitability Score: (40%)	4.85
School Score:	4.22



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: James Irwin Charter Schools

County: EL PASO

Project Title: Security Upgrades

Previous BEST Grant(s) Funded: 3

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: A portion of this project (security cameras) was applied for 2013. Reason given was it wasn't high enough in priority.

Project Type:

- | | | | |
|---|-------------------------------------|--|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Since its inception in 2000, James Irwin Charter Schools (JICS) has been highly ranked by national and state standards as quality K-12 schools providing character development and academic excellence. Its success is attributable to the faithful implementation of Direct Instruction and Core Knowledge. JICS's mission is to help guide students in their character development and academic potential academically rigorous, content-rich educational programs. Both James Irwin Charter Elementary School and James Irwin Charter High School have won the prestigious John Irwin School of Excellence Award multiple times and have consistently are ranked in the top of all Colorado schools. At its main campus, 62 percent are minorities and 42 percent qualify for free and reduced lunch.

Deficiencies Associated with this Project:

The main JICS campus (James Irwin Charter Elementary, Middle and High Schools) is located in southeastern Colorado Springs, an area subject to a much higher crime rate than the rest of the city. According to the Colorado Springs Police Department, James Irwin Charter Schools is located in the second most crime-ridden area of the city. Burglaries, aggravated assaults, robberies, sexual assaults, and even murders are commonplace. In 2014, JICS had several incidents which required the schools to lock out due to outside threats such as armed robberies in the area. Unfortunately, schools around the country are becoming more and more concerned about forced invasions onto school property by violent persons. JICS' security systems are extremely outdated and nonfunctional in many cases. While students and faculty regularly rehearse "shelter in place" exercises (keep students and staff safe in the event of a violent intruder), it is very easy to breach the security systems and allow access of a violent intruder into the schools. JICS has implemented some procedures to improve safety. However, the antiquated outside security cameras are not able to give real time and accurate data about intruders on the property. While minor adjustments are necessary to have line of site view of visitors entering two of three of the schools, there is no protection at any of its schools from an intruder who enters and jumps over the counter in the reception area and gains access to the schools in that manner. While nothing will prevent an intruder truly intent on entering our facilities, we simply must make it more difficult while at the same time allowing our students to exit the building in an emergency. It would be helpful to have a holding area at the four entrances (three schools and the business area) in which visitors would enter where they can be viewed via camera or site and then buzzed in as appropriate. Slowing down an intruder as much as possible is important to our safety strategy to reduce the likelihood of a school invasion tragedy.

Proposed Solution to Address the Deficiencies Stated Above:

As mentioned before, JICS has recently evaluated its security and deemed it to be substandard. Our outside security cameras fail to give us real time and accurate data about intruders to our property. Our entrances are not properly secure with holding areas for visitors to be vetted visually or via camera. There is no barrier protection from intruders who enter and jump over the counters in the reception areas and gain access to our school.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

We currently have very few operable security cameras outside our facility. There are very few operable cameras outside. All of the cameras were installed in 2002 or before and are extremely outdated. The highest resolution camera is 704 pixels wide (pw) and 480 pixels high (ph), which produces very fuzzy pictures with much detail. The vast majority of the cameras are 352 pw by 240 ph.

There are several documented instances where the security cameras have failed to give us the details necessary in specific instances of vandalism and of student complaints about unusual activity at our schools. At the elementary school, there was a situation of a very irate parent who made threats to the staff. The perturbed parent was indistinguishable on camera, and thus the staff was unable to prove to police which parent was threatening. Another belligerent parent completely surprised our staff by gaining entrance to our school through an egress that was not covered by an operating camera. A female high school student's alleged harassment by peers could not be proven or disproven by cameras that filmed the event. It has become increasingly apparent that should a serious threat occur, the cameras would not have the capability to warn us of the potential danger, nor help us identify threats, nor serve as any deterrent for threats.

At two of the three schools, the main entrances lack the architecture to have a holding room where visitors can be vetted either visually or via camera before gaining entrance to the school. It is extremely important to us that each reception staff has a secure barrier between themselves and visitors.

With school safety paramount on every staff member's mind, this condition is deemed serious. Other funding opportunities will fund parts of our security upgrade, but only the BEST grant can help us obtain the correct cameras and to afford the remodeling we need to compete this task. We are asking for a total of \$187,260. This amount will help us purchase and install cameras that will replace our outdated cameras and place cameras in areas that need cameras, as well as allow us to remodel our entrances so there can be a barrier between the reception staff and visitors.

How Urgent is this Project?

Public school security has unfortunately been a big issue lately. We at James Irwin are very aware that we are extremely vulnerable to outside intruders, angry parents, disgruntled former employees, etc. Buying time for the intruder to make it into the building so we can protect students is critical. As far as urgency occurs, the minute something tragic happens, it is too little, too late. The time to correct our security deficits is now.

How Does this Project Conform with the Public School Facility Construction Guidelines?

As required by statute, the Guidelines address:

1.1.3 The Public School Facility Construction Guideline shall identify and describe the capital construction, renovation, and equipment needs in public school facilities and means of addressing those need that will provide educational and safety benefits at a reasonable cost.

VIDEO SYSTEM

4.1.9.1 Video management Systems (VMS)

4.1.9.1.1 Cameras -- Internet Protocol (IP) cameras on Power Over Ethernet (PoE) cabling infrastructure.

CONTROLLED ACCESS

EXIT DOOR BETWEEN MIDDLE SCHOOL AND HIGH SCHOOL

4.1.9.2.1.2- All exterior doors shall be locking and quipped with panic bars to open readily from egress side. Panic bars should utilize flush pushbar hardware to prevent chaining doors shot.

FRONT DOOR SECURITY

4.1.9.3.1. Building Vestibules.

4.1.9.3.2 Video entrance Systems.

4.1.9.3.2.1 Video entrance systems shall use IP tech to allow access control to be conducted by school personnel from multiple locations, so that multiple personnel can provide coverage for screening incoming visitors, eliminating entry system override or "door propping"

4.1.9.3.3 Line of sight The front entrance should be designed to maximize the line of sight distance for school occupants to detect an intruder from each relevant perimeter

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Security cameras: Each of the cameras are digital and require one ethernet cable for carrying power and digital images to the servers. The units are self-contained with very little maintenance required. The following are some potential maintenance that may need to be done upon installation of the cameras:

1) Annual cleansing of lens -- \$25 each \$535 total

BEST FY2015-16 GRANT APPLICATION SUMMARIES

- 2) Annual vision check of the outdoor housing units \$50 ea \$150 total
- 3) Annual server upgrade -- \$150 ea \$300 total
- 4) Monthly set aside for replacement cost \$300 \$3600 total

Security cameras will come under the IT department budget, and repairs and maintenance of all technology is that Department's responsibility. We will set aside funds each month to ensure the replacement of the cameras after a typical ten year span. Funds for maintenance are already part of the IT department budget and therefore, no additional funds will be added to that budget.

Renovations of our entry ways to each school to allow an additional barrier to be built along with speaker systems for conversation will be maintained along with the regularly scheduled maintenance of the building. Maintenance costs of our facilities are already part of our facilities budget and the nominal amount to maintain the renovation will be included here.

- 1) Potential replacement of the one glass per year, due to accidental damage. \$4500
- 2) Repaint walls to allow for line of site vision. 200
- 3) Lock adjustment/replacement 600
- 4) Panic button adjustments 300
- 5) Replacement of aiphone prorated over ten years 1200

Of the total expected cost for maintenance, we expect the security cameras to be the one thing that will require consistent update and replacement, as technology advances render current systems obsolete.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

This application is for renovation of security throughout the one building that comprises three of the four James Irwin Charter Schools. This one building hosts James Irwin Charter Elementary School, James Irwin Charter Middle School and James Irwin Charter High School in addition to a corridor with the business office. This grant proposal will include updating and replacing camera systems, Aiphones to upgrade security and significant renovation to a couple of entry ways to make them more secure. The building was purchased in 2002 from a software manufacturing company for pennies on the dollar. It was an extreme bargain to purchase. Even though it was not built as a public school, the facility was sound and in very good shape. Significant remodeling, however, was required to bring it into the condition that is conducive to learning. With three different schools under one roof, there are now multiple entrances for which intruders can gain access. Security camera, while in place since the opening of the school 13 years ago, are mostly beyond their useful life and need replacing to monitor come of the more critical areas for security purposes.

Current Grant Request:	\$118,498.13	CDE Minimum Match %:	44
Current Applicant Match:	\$93,105.67	Actual Match % Provided:	44
Current Project Request:	\$211,603.80	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$211,603.80	Escalation %	5
Affected Sq Ft:	138,000	Historical Adverse Effect?	No
Affected Pupils:	1,370	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$2	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$154	Who owns the Facility?	3rd Party

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Sq Ft Per Pupil:	101	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund		It is to be given to another nonprofit organization which has education as its mission.	
<hr style="border: 1px solid red;"/>			
District FTE Count:		Bonded Debt Approved:	
Assessed Valuation:		Year(s) Bond Approved:	
PPAV:		Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:		Year(s) Bond Failed:	
Median Household Income:		Outstanding Bonded Debt:	
Free Reduced Lunch %:		Total Bond Capacity:	
Existing Bond Mill Levy:		Bond Capacity Remaining:	
Five Year Change in Buildings to Current Revenues %:	55.91		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	88.71		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	100		
Charter School Capital Construction Funding:	\$226,057.00		



Office of the
Superintendent

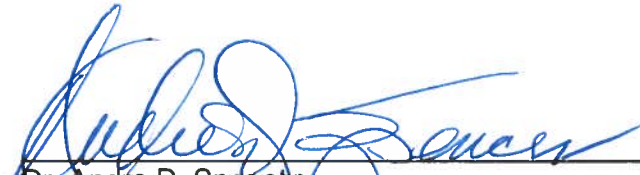
Harrison School District Two

1060 Harrison Road • Colorado Springs, Colorado 80905 • tel 719-579-2000 • fax 719-579-2014 • www.hsd2.org

February 20, 2015

Reference: Capital Construction Assistance Grant Application
James Irwin Charter Schools
5525 Astrozon Blvd.
Colorado Springs, CO 80916

Harrison School District Two agrees that there is a need for the upgraded security components as noted in the James Irwin Charter Schools 2015 BEST grant, and it is in favor of the school applying for it.



Dr. Andre D. Spencer
Superintendent of Schools
Harrison School District Two

2/20/15

Date

• Facilities Impacted by this Grant Application •

The Classical Academy - Health Upgrades/ Security Addition - TCA Central Campus - 1965

School Name: The Classical Academy Central Campus

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	35,753
Replacement Value:	\$8,417,957
Condition Budget:	\$6,031,825
Total FCI:	71.65%
Energy Budget:	\$12,514
Suitability Budget:	\$2,575,200
Total RSLI:	8%
Total CFI:	102%
Condition Score: (60%)	3.05
Energy Score: (0%)	1.14
Suitability Score: (40%)	4.09
School Score:	3.47



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: The Classical Academy

County: EL PASO

Project Title: Health Upgrades/ Security Addition

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

The Classical Academy (TCA) is the largest K—12th grade charter school in Colorado. Launched in 1997 with 400 students, TCA currently enrolls 3700+ students on three campuses in seven programs. TCA alone is larger than 75% of the public school districts in Colorado. In 2012, 2013, and 2014 the Colorado Department of Education awarded every TCA school (elementary, junior high, and high school) the John Irwin Award for Academic Excellence—an award given to schools that demonstrate excellent academic achievement. Also, in 2012, the TCA High School was rated first of all Colorado public high schools by Colorado Grades Schools, a coalition of 18 community organizations whose mission is to grade Colorado schools.

The TCA High School and College Pathways Program also received The Governor’s Distinguished Improvement Award for demonstrating exceptional student growth. These awards underscore the strength of TCA’s K-12th grade program—a program that provides a consistently excellent foundation for life-long learning. While student academic performance results are indicators of excellence, TCA’s core values provide additional measures that emphasize the growth of the whole person—mind, body, and spirit.

Parents look to TCA as a skilled and passionate partner in the educational journey of their school-age children--a journey toward becoming thoughtful, virtuous, and wise individuals, today and tomorrow. Within this values-centered learning community, TCA's dedicated faculty cultivates and unleashes the natural curiosity of learners through a stimulating, classically inspired curriculum. We are a relational learning community committed to the following endeavors:

- Growing the whole person developing habits of mind, body, and spirit
- Passionately pursuing the highest ideals: wisdom, virtue, and compassion
- Valuing the K-12th grade experience; providing opportunity for students to experience the “seasons” of education together
- Engaging with rich academic content and the world of ideas in a way that invites relationship and encourages student voice—thus, valuing small class size
- Guiding students’ learning experience to engage their minds through thoughtful questioning

TCA is a vibrant educational community where parents and faculty partner together to nurture “exemplary citizens.” Parents are invited to share their resources—time, talent, and treasure—to strengthen and sustain this extraordinary school. Typically parents volunteer over 35,000 hours annually. Take a moment to listen to several TCA parents: Preserving Something Priceless.

TCA has 3 campuses (North: houses TCA's high school, junior high, and one elementary school; East: houses TCA's Cottage School, College Pathways, and one elementary school; Central: houses one elementary school). The North and East campuses have been built in in the last 10 years whereas the Central campus was built in 1964. TCA bought the central campus in 1964 from Academy School District 20. At the time, it had conditions issues; expected for a 40 year old building. However, it was still suitable to house students. As the building begins to age further, the dated systems (electrical, HVAC,

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mechanical) begin to breakdown more rapidly. The Central campus also has security concerns. Since it does not have an air conditioning system, on hotter than normal days, classroom doors are opened to facilitate air flow and reduce temperatures. In addition, we added 6 exterior portable classroom units. By renovating the Central Campus, we will ensure that all students are safe in a single building. There will be only one access entry to the school. And, the internal operating mechanisms of the school will be updated to current standards that will ultimately allow the school to last at least another 50 years.

Deficiencies Associated with this Project:

TCA is concerned about two primary deficiencies: 1) Safety and security of our students/staff (having students/staff conduct classes in portable classrooms, providing security for a building that was built in three phases without a comprehensive design plan to enhance security and reduce risks; multiple entrances, outdated security doors), and 2) ensuring that a major catastrophe does not occur due to the internal components (electrical, mechanical, HVAC, etc.) failing from 50 years of wear and tear.

With respect to safety and security, as we grew into our space at Central Campus, it became evident that the entire space would not house the necessary classrooms required to adequately serve our educational curriculum needs. Additional classrooms were necessary for special classes (Spanish, Art, etc.). In restructuring the space, TCA needed to purchase or lease six additional portable units to house our 4th, 5th and 6th grade students. Although not optimal for security reasons, it was the best we could do given the funds we had available at the time. Additionally, the current Central building was built in three phases without a coherent security vision. Consequently, over the years, TCA has had to modify the building to address rising security concerns in an uncertain world (added cameras, installed electrical locks on key entrances to the building, etc.). Also, adding to our list of concerns, is an antiquated heating system without air conditioning. With less than optimal ventilation and high temperature levels, especially in the spring/summer months, staff members were forced to open classroom doors to provide students with a healthy environment conducive to learning.

In regards to our concerns about the Central Campuses internal operational components, TCA purchased its Central Elementary School in 2003 from Academy District 20. Before we purchased the school, we commissioned a Due Diligence report in 2003 by H + L Architecture to inspect the needs of the building. The report outlined a series of repairs that were critical in ensuring a safe school environment for children over a ten year period. TCA has resolved many of the maintenance issues (committed \$850,000 to repairs) in the last ten years including requesting BEST funds to repair major projects associated with restoring sections of the school's roof in 2006 and transferring our septic system to the city sewer system in 2007. There are still areas of repair to the school that stemmed from the 2003 Due Diligence report that need to be addressed today and were reconfirmed in a facility assessment conducted in January 2013 by GE Johnson. Although workable, we know that the fundamental electrical, mechanical, and HVAC systems are getting near to their useful life expectancy for a 50 year old building. We attribute their longevity to our diligent maintenance and service program.

Proposed Solution to Address the Deficiencies Stated Above:

TCA's solution to our two primary concerns of safety/security of our students and our concerns of antiquated internal operational equipment and systems is twofold.

To address the safety and security needs, we plan to build a two story addition to the school. It will be 28,364 sq. ft. and cost an estimated \$5,208,750. It will include 15 classroom with offices, one main secured entrance, health room and conference room would be installed in the playground area. This multi-phased construction project would start with power upgrades, moving the playground, and moving the fire hydrants to service the new structure. Once the infrastructure is in place, the building with handicap accessible restrooms, staff restrooms and mechanical room would be built. The building would be attached to the current building and the additional requirement of upgrading current building fire and safety systems to 2009 standards of including fire sprinklers throughout the building would be required along with other renovations. Additional security additions would include creating a security entry point with FOB operated doors leading to the library and 2nd grade hallways. An armed security guard or security official would screen visitors and issue credentials. New secure double doors would be installed at the carpool/library entrance, flagpole entrance, main office entrance, and 3rd grade entrance. With this new addition to the school, no students will be left outside a secure building environment and the new configuration provides a secure compound with limited/secure access points to the building.

To solve our concerns with antiquated internal operating systems, we will spend \$1,403,225 on renovating 35,753 sq. ft. of our existing Central Campus. Of particular interest is increasing the electrical capacity of the school. Currently, it is operating at 95% of capacity. Additionally, we will add an air conditioning system. Each classroom will have a separate split air conditioner in the classroom and the evaporator unit on the roof. The controls will be tied into the current heat from the

BEST FY2015-16 GRANT APPLICATION SUMMARIES

boiler/radiator system so only one system is active at a time. The new power requirement will exceed current transformer capabilities and requires a larger Colorado Springs Utilities transformer and transmission line/distribution panel to be installed by the east playground. Also, to ensure efficient environmental systems, we will be installing new energy efficient doors and window. New energy conserving windows would replace the single pane windows on the building's exterior. The security system would be upgraded to monitor all classroom doors and double doors in the building.

The total cost of the addition/renovation will cost an estimated \$7,780,495 which includes \$524,785 for site work. By adding an addition and renovating the Central Campus, we anticipate saving \$5 million dollars if we were to build a totally new Central Campus.

How Urgent is this Project?

We believe the deficiencies outlined above should be completed within the next two years. The original Due Diligence report recommended the repairs to the Central campus be completed within 10 years. Additionally, the GE Johnson Facility Report in 2013 recommended the renovations be completed within the next 5 years. The two year requirement is based upon two factors. First, we want to be proactive in addressing the major needs of our school rather than be reactive. We know that the wear and tear on infrastructure and systems associated with a 50 year old building will eventually evidence failures, even with a concerted maintenance program. Second, two years is the limit in the period of time that we have to spend the proceeds from refinancing TCA's 2003 Bonds. The money must be used to pay for capital construction needs. The BEST grant now dove-tails perfectly with the long-range planned strategic initiatives and combines with TCA family donations and our highly favorable financing opportunity realized from our bond sales.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Our project (renovation of the Central Campus and creating an addition to the school) addresses (Health and safety issues; sound building structure, roofs, electrical distribution systems, mechanical systems, fire management, security, and striving to attain LEED/Colorado Collaborative for High Performance Schools standards) ensures we have a building that protects all building occupants and conforms with the Public Schools Construction Guidelines in a number of ways by addressing the following line items:

4.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law.

4.1.1 Sound building structures. Each building should be constructed and maintained with sound structural foundation, floor, wall and roof systems.

4.1.2 Roofs. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. All roofs shall be installed by a qualified contractor who is approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof.

4.1.3 Electrical and distribution systems. Safe and secure electrical service and distribution systems designed and installed to meet the National Fire Protection Association requirements.

4.1.4 Mechanical systems. A safe and efficient mechanical system that provides proper ventilation, proper sound levels and maintains the building temperature and relative humidity.

4.1.4.1 - Healthy building indoor air quality (IAQ) through the use of the mechanical heating, ventilation and air conditioning (HVAC) systems or operable windows and by reducing air infiltration and water penetration with a tight building envelope.

4.1.6 Fire management. Building fire alarm and emergency notification systems in all school facilities shall be designed in accordance with state requirements.

4.1.9 Security. The degree of resistance to, or protection from, harm. It applies to any vulnerable and valuable asset; such as a person, building or dwelling. Security provides "a form of protection where a separation is created between the assets and the threat."

4.1.9.1 - Video Management Systems (VMS)

4.1.9.1.1- Cameras. Cameras are typically used to implement a video management system.

4.1.9.2 - Controlled access.

4.1.9.2.1- Manual.

4.1.9.2.1.1 - The number of entryways into the building or onto the campus should be limited. New construction shall be designed to restrict normal entrance to only one or two locations, with no recessed doorways, provided that sufficient entryways are available for fire department access and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

4.4.1.2 - Colorado Collaborative for High Performance Schools (CO-CHPS).

4.4.1.2.1- The CO-CHPS Criteria is a benchmarking system that defines the attributes of a high performance school. The criteria addresses site and materials selection, energy and water efficiency, indoor environmental quality, innovation, performance, and integrated delivery, and provide high performance school strategies that can be used by schools and districts and their design teams for new campuses, buildings and major modernizations.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Background: TCA owns all of its own land and buildings. We have an operational budget of \$26,000,000. We are the largest charter school in Colorado with over 3700 students and over 400 staff. We have over 6,000 students on our waiting list. To raise additional revenue, we rent out our facilities to the community. In addition, we have a development program that raises contributions to supplement funds lost due to cuts in PPR funding.

Capital Reserve Fund: TCA contributes \$50,000 per year to a capital reserve fund to cover contingencies affecting our 3 campuses; including maintenance and repairs. This fund currently has \$361,182. We also have a \$100,000 contingency fund set aside for major repair items.

Maintenance and Inspection: Each year we allocate roughly \$600,000 to cover required state and local maintenance requirements and contracting services for our school that will extend the life of our building past fifty years. We have a maintenance plan that includes preventive and on the spot corrections of building deficiencies. On staff, we have highly skilled custodians who maintain our buildings and on a daily basis. We also maintain a cadre of contractors to help provide periodic inspection and maintenance on equipment that require specialized attention. Some of the services include the following:

- 1)ADT-Fire and Security Monitoring
- 2)Allero-Surveillance Video
- 3)Best Way – Refuge Removal
- 4)Dept. of Public Health and Environment (Stormwater)
- 5)Educational Networks – Web Hosting
- 6)Environmental Testing CO Modular Moisture Inspection and Management
- 7)F & B – Sprinkler/Lawn/Snow Removal Maintenance
- 8)Haynes Mechanical Systems – HVAC Maintenance
- 9)JR Engineering
- 10)MARC – Acrylic based Gym Floor Refinishing
- 11)MSJ – Contracted Building Cleaning
- 12)Occupational Health Technologies Asbestos/Radon Management
- 13)OHT/ETC/RE Environmental Testing
- 14)Schindler Elevator – Maintenance
- 15)Security Central – Fire and Security Monitoring
- 16)Simplex-Grinnell – Fire Alarm/Sprinklers/Fire Hydrants/Backflow inspections
- 17)Academy Pest Control
- 18)CommunicaOne – Telephone and Systems Repair
- 19)Avery Paving – Asphalt Repair
- 20)City Glass Company – Outside Door and Window Repair
- 21)Colorado Springs Hazmat/Fire Inspection Permitting
- 22)Fish – Window Washing
- 23)Floor Connection – Carpet Repair and Tile Replacement
- 24)Ryba – Electrical Repairs
- 25)Mathias Door Company – Door repairs
- 26)Value Plumbing
- 27)Academy Turf – Annual Athletic Field Maintenance

BEST FY2015-16 GRANT APPLICATION SUMMARIES

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

- In November 2014, the TCA Board voted to renovate the Central Elementary Campus with proceeds derived from refinancing TCA's 2003 bonds.
- TCA bought our Central Elementary Campus in 2003 from Academy School District 20. This school was originally built in 1964.
- At the time of the purchase, the Central Elementary Campus met our needs to begin an elementary school and at the end of 10 years (time stipulated in the sale agreement before TCA could sell the property) determine if we should build a new school, renovate the existing building, or sell the property and acquire another building site.
- In July 2003, H & L Architecture conducted a Due Diligence analysis of the building. The report said that the building is fundamentally sound from a structural standpoint. While the building has many deficiencies and needed repairs, due mainly to the age and obsolescence of the various building systems, the superstructure is in excellent shape. 40 years is a reasonable life span for most buildings. This building recently celebrated its 50th birthday.
 - o The life of this building can be expanded. Most of the other building infrastructure systems, i.e. mechanical and electrical systems can be upgraded, expanded or replaced by renovating and repurposing the building.
 - o The report listed several areas that needed attention including HVAC, electrical, roofing concerns, fire safety, etc.
- Since acquiring the Central Elementary Campus in 2004, we have repaired one portion of the roof, moved from a septic sewage system to attach to the city sewage system, and have invested \$850,000 in repairs. The 3 boilers we have operating the heating system are all different models and have been patched over the last 50 years.
- TCA added 6 portable classrooms to ensure adequate space for our students that has resulted in large security concerns for students (transiting buildings to visit the bathroom, attending specials classrooms; art, gym Spanish, etc., attending special functions in the gym, etc.)
- After 50 years of service to the community, our school needs a thorough makeover to prevent a major catastrophe from happening.

Current Grant Request:	\$4,310,552.86	CDE Minimum Match %:	57
Current Applicant Match:	\$5,713,988.68	Actual Match % Provided:	57
Current Project Request:	\$10,024,541.54	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$50.00
Total Project Costs:	\$10,024,541.54	Escalation %	12
Affected Sq Ft:	64,127	Historical Adverse Effect?	No
Affected Pupils:	616	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$156	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$16,274	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	104	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
Refinancing 2003 TCA bonds	Since TCA owns all of its lands (3 land parcels) and buildings (3 campus buildings), the lands and buildings would be offered to the District to purchase or would be sold to another organization.		

District FTE Count:

Bonded Debt Approved:

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	9.9
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	178.98
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	92.26
Charter School Capital Construction Funding:	\$523,605.00

Academy District Twenty

Dr. Mark Hatchell, *Superintendent of Schools*

Education and Administration Center
1110 Chapel Hills Drive, Colorado Springs, CO 80920-3923
Website: www.asd20.org

Phone: 719-234-1200
Fax: 719-234-1299

February 24, 2015

Dear Building Excellent Schools Today (BEST) Board,

In accordance with the Capital Construction Assistance Online Grant Application, Academy School District 20 (ASD20) is writing in support of The Classical Academy's (TCA) renovation plan for the TCA Central Elementary School (formerly ASD20's Mountain View Elementary School).

In 2003, TCA purchased ASD20's Mountain View Elementary school; built in 1963. It is a structurally sound building which recently celebrated its 50th anniversary. The renovation will include adding 30,000 sq. ft. of classrooms/offices space, estimated at \$5.7 million dollars, and renovating the existing Central Elementary school for \$2.1 million dollars. The total project is \$7.8 million dollars. This renovation will address the safety and security needs of a 50 year old building--including upgrades to its electrical systems, boilers, HVAC systems, including an air conditioning system, degradation of portions of the roof, providing energy efficient doors and windows to address Colorado High Performance Building requirements, and eliminates the need for students to attend classes in portable units; a large security issue. With these improvements to the building, it will last at least another 50 years.

Academy School District 20 has the confidence in TCA to complete this project. TCA has completed each of the building projects it has started since 1997. The estimated project cost is estimated at \$7.8 million dollars. TCA will match 57% of the costs (\$4.4 million) and will be requesting the remaining 43% (\$3.4 million) through the BEST grant to help fund the project. TCA will complete the Central Campus renovation project by the summer of 2017. Estimated start time for the project is the summer of 2016.

From the beginning, TCA has owned all of its facilities and land. In the last ten years, TCA has partnered with ASD20 to pass a mill levy override in 2008. The district agreed that TCA would share in the revenues generated by that bond election and mill levy override. In 2003, and 2008, TCA successfully obtained funding through the Colorado Educational and Cultural Facilities Authority (CECFA). TCA has budgeted 19.1% of its per pupil operating revenue on its non-maintenance and operation facility costs. TCA qualifies for the charter school intercept and or moral obligation program. The last time TCA issued bonds, it received a Standard and Poor's BBB/Stable rating. Funding for this project will come from the revenue generated from refinancing TCA's 2003 bonds; approved in November 2014. One of the stipulations associated with refinancing TCA's bonds is the requirement to spend the revenue on capital needs by September 2017. The timing of this BEST grant application is critical in so much as it coincides with obtaining the revenue associated with refinancing TCA's 2003 bonds.

Academy School District 20 looks forward to seeing a repurposed building that safely provides an enriching educational environment that meets the needs of 603 elementary students and their families.

Sincerely,



Mark Hatchell, Ed.D.
Academy District 20 Superintendent

"The mission of Academy School District 20 is to educate every student in a safe and nurturing environment and to provide comprehensive, challenging curricular and extracurricular opportunities that meet the unique needs of every individual by expanding interests, enhancing abilities, and equipping every student with the knowledge, skills, and character essential to being a responsible citizen of our community, our nation, and the world."

- Facilities Impacted by this Grant Application •

Thomas Maclaren - Building Purchase/ Renovation - 1961

No Statewide Facility Assessment Information Available



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: Thomas MacLaren

County: EL PASO

Project Title: Building Purchase/ Renovation

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Overview of Thomas MacLaren School

Chartered by the Colorado Charter School Institute (CSI) on November 18, 2008, Thomas MacLaren School opened in fall 2009 within the boundaries of Colorado Springs District 11. By the fall of 2013 MacLaren had graduated its first class and was accredited as a School of Distinction by CSI; last year the school was granted another five-year charter. Thomas MacLaren School has been repeatedly recognized for academic and organizational excellence. This year schooldigger.com named Thomas MacLaren the top performing school in the state; in addition, this year's seniors posted the #2 ACT scores in the state last year. (<http://www.schooldigger.com/go/CO/schoolrank.aspx?level=3>).

Thomas MacLaren School begins with the conviction that all human beings can know truth, create beauty, and practice goodness. We expect each student to display mastery in history, mathematics, science, literature, and English, as well as to gain familiarity with at least one other language and essentials of the fine arts. Students follow a common academic curriculum, which includes seven years of history, mathematics, science, writing, literature, and foreign language. Students also have seven years of orchestra, four years of drawing, and two years of drama.

In terms of accountability and accreditation, MacLaren has consistently ranked among the highest performing schools in the state. On the School Performance Framework (CDE), MacLaren has received a Performance Rating on the SPF each year, and has consistently ranked among the top 1-3% of schools in the state. On the Colorado Annual Review of Schools MacLaren received a Performance rating the first three years. In 2013-14 CSI created a new category, School of Distinction. MacLaren has been rated as a School of Distinction for the past two years; it is currently the highest rated school in CSI's school portfolio.

Facility Needs and Maintenance

As noted earlier, we have been leasing from the Pulpit Rock Church since 2009. Our lease expires in June 2016. Over the past six years, eight critical issues have become evident that we believe put the health and safety of our students, faculty, and staff at risk.

1. Continuously leaky roof
 2. Antiquated, induction-system HVAC with serious ventilation constraints
 3. Classroom configuration is limiting; there is no functioning science lab for biology, chemistry and physics
 4. Lack of appropriate fire protection system
 5. Lack of campus safety infrastructure due to insufficient intercom system
 6. Limited accessibility for students with disabilities due to lack of elevator
 7. No gym or natural play area
 8. Cumbersome traffic flow configuration that requires monitoring by staff and volunteers to ensure student safety
- The purchase of the new facility and its renovation will allow us to improve the health and safety of our students.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

We are pursuing a BEST grant to purchase and renovate the proposed facility because the following conditions and deficiencies are present in our current location:

The Leaky Roof: This is a chronic problem, which became severely acute in the fall 2014 when two classrooms and an administrative office were flooded due to torrential rains. This caused substantial damage to school property, music instruments and textbooks. In addition, toxic mold developed in the classrooms. Mitigation took two months to complete, disrupting our class schedule and causing allergic reactions from mild to severe among several students. Unfortunately because our landlord is not interested in fixing the roof completely, instead opting to fix individual leaks, we could see the same sort of damage occur again, should another rain storm occur.

The HVAC: The building has an outdated, induction HVAC system with limited ventilation, leaving many classrooms with no direct connection to the system. We are relegated to using room fans to relieve the stifling heat during the fall and space heaters to warm the classrooms and offices in the winter months. This causes extreme disruption for students and staff.

Classroom Configuration: The unusual shape of the building—coupled with the variety of uses it has had to accommodate—means that the classroom layout is inadequate. Some classrooms cannot accommodate our largest class size of 25 students. There are places in the building where the hallways narrow due to the building design so dramatically that it causes congestion during passing periods. Our science lab is housed in a converted kitchen; this make-shift solution does not have adequate ventilation or sprinklers. To accommodate, we have had to limit the kind, type, and duration of science experiments students can execute to meet our safety standards.

Fire Protection: There is no fire sprinkler system in our current building. While this has been grandfathered in during our safety inspections, this is not acceptable to us in the long term. Our landlord has no plans to remedy this situation.

Campus Safety: Because there is no intercom system and the building configuration makes installing such in the current building next to impossible, we have had to purchase walky-talky radios to facilitate communication. We also rely on our staff's personal cell phones to communicate with each other in the event of emergency. While we have built this into our building safety plan, it is not an ideal system for alerting staff and students of an emergency.

Lack of an elevator: Our ADA plan requires that we adjust student schedules for any students with disabilities, so that their classes are on the first floor. While we are pleased that with creative planning we can accommodate students with disabilities, this is not sustainable in the long run.

No Gym or Natural Play Area: Our students are forced to use a vacant portion of the parking lot for recess activity. We rent field use from other schools twice a year for field day events. When the weather is inclement, we have no capacity or space for indoor play options. At Thomas MacLaren School, we do our best to integrate physical activity and play as part of our total education plan. Increasing physical competence goes hand-in-hand with mental and intellectual competence. Among the healthy outcomes we seek for our students, the top priorities include improving physical fitness, strengthening motor skills, muscular and cardiovascular endurance, improved self-confidence and self-esteem, developing self-discipline, and stress reduction.

The Traffic Flow is cumbersome: In order to accommodate the student drop-off and pick up process, the traffic plan is routed around two buildings. Cones, signs, make-shift one-ways, and active staff monitoring in the morning and afternoon are required to ensure safety. This is not just time consuming and demanding in terms of coordination, but is a significant safety concern as well.

Proposed Solution to Address the Deficiencies Stated Above:

After 24 months of searching, we have found what we believe is Thomas MacLaren School's permanent home. For the past six years, we have worked to prove the excellence of our academic program despite the distractions of the current building's deficiencies. While MacLaren clearly excels academically, we are deeply committed to the health and well-being of our students and are eager to have a school that provides them with adequate outdoor and indoor activity areas.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Our plan is to close on the facility this spring. We have begun preliminary due diligence on the facility and land despite not having full access to the property. We have engaged an architecture firm for programmatic designs. These designs comprise our initial renovation plan which will reconfigure the space for classrooms, science labs, offices, and a gym, all of which will meet or exceed Public School Construction Guidelines, including ADA guidelines. We understand that renovations may not meet LEED gold certification; it is our intention to use high performing, energy efficient and sustainable materials for this project. Construction will begin in the summer 2015.

How Urgent is this Project?

The roof leak caused several rooms to flood during this year's torrential rains. This caused mold to grow in several classrooms. Our landlord has mitigated the mold in the affected classrooms. However, we do not have a guarantee that the roof was sufficiently repaired to eliminate the problem from recurring next summer. Our landlord has no plans to update the HVAC system; they have not in the six years that we have leased the building. Additionally, they are not planning to install a fire sprinkler system nor an intercom system nor an elevator. Due to the location and the landlord's needs, there are no plans to improve upon the outdoor space for our students.

We need to move to a facility wherein the roof is sound and the structure's systems are reliable and up to code. The proposed facility sits on 8.8 acres and has an abundance of suitable grassy areas for recess activities.

How Does this Project Conform with the Public School Facility Construction Guidelines?

At this time we are pursuing a contract to purchase the proposed facility and do not yet have full access to the property. Due diligence on the property is pending the final contract. It is our intention to renovate the facility in a manner as to comply with or exceed the standards as laid out in the Public Schools Construction Guidelines (PSC). Our priorities are the following: low slope roofing; sound building structures; electrical and distribution systems; mechanical, HVAC, ventilation; fire management; security, cameras, closed circuit or IP video recorders; controlled access, front door; pedestrian and vehicular traffic pattern; secure weather preparedness; and compliance with all appropriate ADA standards. While our renovations may not receive LEED gold certification, it is our intention to use high performing, energy efficient and sustainable materials in our project.

Based on the seller-provided asbestos report, we are planning to remove all asbestos containing materials (ACM) as part of the renovation. If, as we complete our due diligence, we discover that we cannot remove the ACM as planned, we will develop an asbestos management plan (AHERA) for the facility. BEST grant funds will NOT be used to mitigate ACM. Even with the cost of ACM mitigation, the total cost for the proposed facility will be less than the estimated cost of building from the ground up, assuming a suitable lot could be found.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Thomas MacLaren School has, from inception, followed the standards for adequate care and maintenance for a Middle School/High School facility. We intend to continue this practice at our new site. Specifically, we will hire and retain the appropriate number of qualified maintenance personnel to perform the day-to-day upkeep, develop and sustain a maintenance schedule and records, conduct regular inspections to ensure proper function of our systems, and establish an operating reserve fund of at least \$100 per FTE for maintenance and repairs. We understand that stewardship of the new facility requires funds to sustain the building and grounds once we are in the facility.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

Thomas MacLaren School opened in the Fall 2009. At the founding, we were grateful to find a suitable space, which we have leased for the past six years from Pulpit Rock Church. The current facility is 71,250 square feet. Over the past six years, a collection of eight significant health and safety issues in this facility have grown from deficiencies into a climate that we can no longer endure. Shortly after assuming the lease, the roof began leaking. The leaks have gotten progressively worse, and the landlord has no long-term plan for repair, opting to fix leaks as they occur. The HVAC is woefully inadequate. We rely on room fans to cool the classrooms and offices in warm weather and space heaters to warm them in the cold weather months. The building has been repurposed many times, resulting in inconvenient and dysfunctional classroom layouts; the science lab is in a converted kitchen without proper ventilation. Though "grandfathered," the building has no fire sprinkler system, and

BEST FY2015-16 GRANT APPLICATION SUMMARIES

the landlord has no plans to install one. There is no intercom system, and the building configuration makes installing such a system next to impossible. The building has no elevator. Our ADA plan requires that we adjust student schedules for any student with disabilities so that their classes are on the first floor. Appropriate outdoor space is also an issue. Students are relegated to the parking lot for recess due to lack of suitable play space, and we are forced to rent field time for our field days. The traffic flow in and around the facility is cumbersome. The traffic pattern has been rerouted around two buildings for student drop-off and pick-up. This requires additional monitoring from faculty and volunteers to ensure safety.

The MacLaren Board and leadership recognized these limitations in 2012. At that time we engaged the services of Cushman & Wakefield, a local commercial brokerage firm. Over the past two years, the facility committee has reviewed 23 potential facilities and ten potential land sites. Through this rigorous and time-consuming process, the committee identified the proposed facility as the most suitable for the needs of the school. We believe the acquisition and retrofitting of the proposed facility is the right choice for our school because it will address all of the health and safety concerns that we face with our current facility as well as allow us to tailor a campus to our instructional program and build a gym to allow students to enjoy a proper play space as well as create the space for a robust athletics program. As we plan to completely renovate the buildings, we can meet and exceed all school health and safety requirements.

From a financial perspective, it is wise for Thomas MacLaren School to purchase and renovate the proposed property, which sits on 8.8 acres and will provide the school with 103,591 square feet. We have been able to negotiate a purchase price of \$3.0 million for the proposed facility and its land. The facility will need retrofitting to make it school ready as the facility was formerly an El Paso County facility, primarily housing its Health Department. The projected cost for renovations is \$8.4 million; thus the total project cost is estimated at \$11.4 million.

Construction costs in our local region are estimated at \$150/square foot, and land prices average \$6 per square foot. Using these values, were the school to build a comparable facility from the ground up, it would cost \$18.3 million - \$2.3 million for land acquisition and \$16 million for building costs.

The facilities committee spent over two years searching for a facility in the school's geographic location. During this time, there were no suitable school-ready facilities found nor were there other property or facilities that could be made school ready with fewer renovation costs. Based on this search and our communications with real estate and facility experts in our area, the proposed facility has been identified as the best option for the school. Not only does the proposed site allow us to build our full academic program, it is in a lower income neighborhood, which we hope will allow us to meet our at-risk demographic target. Finally, it is directly across the street from one of the largest city parks.

Current Grant Request:	\$11,814,747.05	CDE Minimum Match %:	27
Current Applicant Match:	\$4,369,837.95	Actual Match % Provided:	27
Current Project Request:	\$16,184,585.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$100.00
Total Project Costs:	\$16,184,585.00	Escalation %	2
Affected Sq Ft:	103,591	Historical Adverse Effect?	No
Affected Pupils:	343	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$156	Is a Master Plan Complete?	No
Cost Per Pupil:	\$47,185	Who owns the Facility?	3rd Party
Sq Ft Per Pupil:	302	Does the Facility have Financing?	No

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Source of Match Detail:

Capital campaign, other grants or bank loan

Who will the Facility Revert to if the School Ceases to Exist:

Thomas MacLaren School is an Institute Charter School. Should the school relocate or cease to exist, the school board and administration will coordinate with the Charter School Institute to appropriately liquidate assets in accordance with published policies, as well as settle all outstanding debts.

District FTE Count:**Assessed Valuation:****PPAV:****Unreserved Gen. Fund FY12-13:****Median Household Income:****Free Reduced Lunch %:****Existing Bond Mill Levy:****Five Year Change in Buildings to Current Revenues %:****Governmental Revenues to Buildings + Construction in Progress (CIP) %:****Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:****Charter School Capital Construction Funding:****Bonded Debt Approved:****Year(s) Bond Approved:****Bonded Debt Failed:****Year(s) Bond Failed:****Outstanding Bonded Debt:****Total Bond Capacity:****Bond Capacity Remaining:**

0

\$58,067.00



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CHARTER SCHOOL INSTITUTE

February 16, 2015

Scott Newell
Principal Consultant
Division of Capital Construction Assistance
Colorado Department of Education
1580 Logan St, Suite 310
Denver CO 80203

Subject: Letter of Support for Thomas MacLaren State Charter School's
Application for BEST Grant

Dear Scott:

On behalf of the Charter School Institute, I am writing to urge your approval of the BEST grant application from Thomas MacLaren State Charter School.

As one of CSI's highest performing schools, MacLaren has a need for a permanent, safe location to house the quality education provided to the youth of Colorado Springs.

CSI believes that when you examine the application from MacLaren, you will agree that the school has done its due diligence in planning for the most affordable and appropriate location for its permanent school. Through local support, MacLaren has undertaken a thorough master planning and site selection process, as well as a funding assessment. A grant from the BEST program will allow MacLaren to extend its curriculum in a secure facility.

I urge your support of Thomas MacLaren State Charter School's proposal.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Ethan Hemming', with a long horizontal flourish extending to the right.

Ethan Hemming
Executive Director

• Facilities Impacted by this Grant Application •

Elizabeth C-1 - ES Roof replacement - Singing Hills ES/Preschool - 1995

School Name: Singing Hills ES/Preschool

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	53,000
Replacement Value:	\$13,673,836
Condition Budget:	\$4,478,361
Total FCI:	32.75%
Energy Budget:	\$18,550
Suitability Budget:	\$893,900
Total RSLI:	18%
Total CFI:	39.4%
Condition Score: (60%)	3.46
Energy Score: (0%)	2.05
Suitability Score: (40%)	4.69
School Score:	3.95



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: ELIZABETH C-1

County: ELBERT

Project Title: ES Roof replacement

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: It was awarded 2 years ago, but bond did not pass for district match. Last year the CCAB did not award the grant to district.

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

The Singing Hills Elementary School has served the local community since 1996. The school has experienced significant roof moisture problems for several years; buckets regularly line the corridors and classrooms. Our staff reviews monthly, the conditions of the roof to remove any obvious debris. While repairing common leaks is a solution, the ballasted condition of the original roof makes it difficult to determine, pinpoint and repair the source.

The ballasted EPDM membrane is loosely laid over polyisocyanurate and in most areas is adequately sloped to roof drains and scuppers. Some of the roof areas are less than 1/4-percent slope; allowing water to pond within the voids of the ballast. Some of the mechanical curbs and wall flashings are not tall enough to protect the sometimes heavy, drifting snow accumulation we experience. Those areas would also be addressed with this grant application.

These roof assemblies are holding/transferring moisture within their construction and it occurs from both snow melt and rainwater. The school regularly experiences many independent roof leaks scattered throughout the building; the interruption of moisture is a problem to both our students and staff. Its continuation can bring a major degradation combined with a large drift snow load (regularly present) can increase the risk of roofing failure.

Repair of the roofing is not practical; replacement is our intended option. If the roofing system is not replaced soon, damage of the roofing assembly and building structure will continue to escalate; resulting in a larger and more expensive repair/replacement later.

Our GPS location is no stranger to significant weather; including both high-winds and baseball size hail storms. Our intended design solution will address these storm conditions so the roofs will be covered and protected under a manufacturer's warranty.

The roofing design demands the removal of all stone ballast and perform a tear off of the EDPM membrane. The stone will be salvaged and used elsewhere in the District. With the EDPM membrane removal, the existing thermal insulation (intended to be salvaged) will be inspected and any damaged or degraded material will be replaced of equal composition.

The new roofing assembly will consist of multilayer modified bitumen asphalt felts increasing our membrane protection from 45-mils to 330-mils; increase from one layer of protection to 4 layers. In addition, all of our flashing materials will be replaced; drains and scuppers re-established. Our intended roofing warranty terms will offer the District 30 years of moisture protection; the longest lasting roofing system available.

Deficiencies Associated with this Project:

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Our review of the current conditions of the building roofing assemblies identifies the following:

Many of the roof decks are currently compromised by both aged material and a material surface that prevents visual inspection of the buried membrane. It can no longer adequately protect the building occupants and equipment as necessary.

Moisture intrusion of the roofing assembly has led to damage of both wall and ceiling construction within the building environment.

Continued moisture exposure of the roof assembly will continue to cause damage and decay to the roof decking and structure. Long term decay can lead to greater degree of replacement and/or the potential for mold spore development in the building's interior construction.

Proposed Solution to Address the Deficiencies Stated Above:

The original ballast covered EPDM will be removed and the substrate conditions inspected. Any damaged or deteriorated insulation or structural decking will be addressed at this time. The roof surfacing will be Flood & Gravel to protect the structure from hail damage up to 2.50-inches. With the Flood and Gravel surface, walking pavers around the roofing ad equipment will not be necessary.

This system provides 330 mils of thickness with redundant layers of waterproofing vs. a single layer of 45 mils.

The new roofing assemblies proposed will be designed and installed throughout the structure; will protect/warrant the building envelop for a minimum of 30 years and can provide performance characteristics of 40 years or more. This will meet and exceed both the requirements of published NRCA guidelines and align with CDE's philosophy of committing to long lasting building systems.

How Urgent is this Project?

Moisture penetration into the building will continue until these roof conditions are corrected. Water stains in the ceiling tiles indicate moisture has already made its way into and through the full roofing assembly.

This intrusion can lead to further damage to the insulation and structural decking failure. Moisture intrusion may also lead to mold spore generation within the building construction. Both of these would be catastrophic to the occupants and equipment being protected by these roofing assemblies.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Our grant request proposes to return the existing construction back to PSCG conformity under Sections 1.2.1, 1.2.4, 3.1, 3.2, 3.2.1, 3.2.1.1, 4.1 and 6.1.

Sec. 1.2.1 The District structure has several deficiencies applicable to the health, safety and environmental codes and standards as required by state and federal law. Significant moisture intrusion, maintenance of structural integrity and ability to maintain high Indoor Air quality are all significant areas of concern.

Sec. 1.2.4 The damaged and remaining roof areas of this District structure envelop do not meet thermal/energy efficiency performance standards. Moisture intrusion has compromised the limited thermal benefit of the roofing insulation; said insulation must be replaced.

Sec. 3.1 A significant portion of the SHES structure roofing areas remain inadequate and building conditions are not protected by a sound, functioning roofing envelop. Areas of the buildings metal roof decking have been subjected to significant and repetitive moisture intrusion.

Sec. 3.2 Many portions of District structure (under consideration here) do not have a weather tight roofing system. Aged, deteriorated and poorly designed roofing assemblies allow for significant, repetitive moisture intrusion into the building, and compromise the intended protection of its building occupants and property. Many roofing areas lack proper drainage slope and drainage support. The roofing envelop remaining is in poor condition.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Sec. 3.2.1.1 New roofing assemblies will be designed and installed for the District structure that will protect the building's occupants and property within. Existing roofing assemblies will be upgraded, including additional slope and drainage support. The roofing will protect the building with the best (longest) warranty terms available for the funds requested that would meet/exceed the requirements of published NRCA guidelines and building code requirements.

Sec. 4.1 The replacement of the remaining roof areas will establish a building upgrade, complete with high quality, durable and easily maintainable roofing materials. The current and on-going maintenance of blister replacement will be eliminated.

Sec. 6.1 These replacement improvements of the roofing assemblies will continue to extend the service life of the District structure; a vital element of this rural community's infrastructure. Such efforts will without a doubt, improve many of the present health and safety deficiencies present within the District structure.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District has historically performed an impressive job of maintaining its exiting facilities (and the specific systems) under consideration here within this grant request. However, the roofing system has exceeded its warranty terms and useful service life. It must be addressed globally throughout the building, vs. a fix here and a fix there. The current level of maintenance necessary to preserve these aged systems is beyond normal and customary; warranting this request for replacement.

It is the intent of the District to provide adequate resources necessary to sustain these new improvements. Through cooperation with the primary product manufacturer and system warranties as well as those independent warranties from the misc. installers, the District staff will be an active part of the required general maintenance.

The District will commit to following the preventative maintenance measures recommended by the roofing systems manufacturer. At the conclusion of construction, a full Owner's Manual and training will be requested by the District for record purposes. The systems manufacturer, installer, designer and District staff will be required to walk and inspect the completed project annually for the first 2 years. In addition, we will expect as part of the long term warranties, bi-annual inspections from trained staff of the manufacturer as well as our District staff.

The District currently budgets \$60,000 from their capital reserve funds for annual facility upgrades. The District intends to maintain a similar level of financial commitment to ensure funds remain available when these system's "service life" terms expire.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

Elizabeth School District's Singing Hills Elementary School was constructed in 1995. We are experiencing leaks in all roofs(a ballasted EPDM roofing assembly) throughout the single story building.

District personnel perform regular observation and maintenance efforts on this building however, the level of maintenance necessary for these leaking roof assemblies far exceeds traditional staff and funds available. The roofing ballast covering the roof membrane makes leak detection impractical for our staff. The roof areas in question no longer provide adequate moisture protection to the building envelop, its occupants and equipment within. The roofing areas have exceeded both their original warranty period and have degraded beyond a level of preventative maintenance and repair.

Moisture regularly enters the building throughout, disrupting education activities, damaging property and potentially compromises the building structure and general construction.

Current Grant Request:	\$335,653.65	CDE Minimum Match %:	55
Current Applicant Match:	\$410,243.35	Actual Match % Provided:	55
Current Project Request:	\$745,897.00	Is a Waiver Letter Required?	No

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$23.00
Total Project Costs:	\$745,897.00	Escalation %	3
Affected Sq Ft:	51,510	Historical Adverse Effect?	No
Affected Pupils:	450	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$14	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,658	Who owns the Facility?	District
Sq Ft Per Pupil:	114	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund reserves and financing		NA	

District FTE Count:	2,334	Bonded Debt Approved:	
Assessed Valuation:	\$151,437,288	Year(s) Bond Approved:	
PPAV:	\$64,897	Bonded Debt Failed:	\$5,200,000
Unreserved Gen. Fund FY12-13:	\$2,994,842	Year(s) Bond Failed:	13,14
Median Household Income:	\$88,178	Outstanding Bonded Debt:	\$10,285,000
Free Reduced Lunch %:	19.81	Total Bond Capacity:	\$30,287,458
Existing Bond Mill Levy:	11.41	Bond Capacity Remaining:	\$20,002,458
Five Year Change in Buildings to Current Revenues %:	4.07		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	117.81		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	96.06		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Elizabeth C-1 - HS Roof replacement - Elizabeth HS - 2000

School Name: Elizabeth HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	139,000
Replacement Value:	\$41,907,453
Condition Budget:	\$10,356,682
Total FCI:	24.71%
Energy Budget:	\$48,650
Suitability Budget:	\$911,400
Total RSLI:	22%
Total CFI:	27.0%
Condition Score: (60%)	3.86
Energy Score: (0%)	1.88
Suitability Score: (40%)	4.94
School Score:	4.29



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: ELIZABETH C-1

County: ELBERT

Project Title: HS Roof replacement

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: It was awarded 2 years ago, but bond did not pass for district match. Last year the CCAB did not award the grant to district.

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

The Elizabeth High School has served the local community since 2000. The school has experienced significant roof moisture problems for a couple of years; buckets regularly line the corridors and classrooms. Our staff reviews monthly, the conditions of the roof to remove any obvious debris. While repairing common leaks is a solution, the ballasted condition of the original roof makes it difficult to determine, pinpoint and repair the source.

The ballasted EPDM membrane is loosely laid over polyisocyanurate and in most areas is adequately sloped to roof drains and scuppers. Some of the mechanical curbs and wall flashing are not tall enough to protect the sometimes heavy, drifting snow accumulation we experience. Those areas would also be addressed with this grant application.

These roof assemblies are holding/transferring moisture within their construction and it occurs from both snow melt and rainwater. The school regularly experiences many independent roof leaks scattered throughout the building; the interruption of moisture is a problem to both our students and staff. Its continuation can bring a major concern of structural decking decay and rust generation. At this time, we have not witnessed any mold spore generation. Long term problems with continued deck degradation combined with a large drift snow load (regularly present) can increase the risk of roofing failure.

Repair of the roofing is not practical; replacement is our intended option. If the roofing system is not replaced soon, damage of the roofing assembly and building structure will continue to escalate; resulting in a larger and more expensive repair/replacement later.

Our GPS location is no stranger to significant weather; including both high-winds and baseball size hail storms. Our intended design solution will address these storm conditions so the roofs will be covered and protected under a manufacturer's warranty.

The roofing design demands the removal of all stone ballast and perform a tear off of the EDPM membrane. The stone will be salvaged and used elsewhere in the District. With the EDPM membrane removal, the existing thermal insulation (intended to be salvaged) will be inspected and any damaged or degraded material will be replaced of equal composition.

The new roofing assembly will consist of multilayer modified bitumen asphalt felts increasing our membrane protection from 45-mils to 330-mils; increase from one layer of protection to 4 layers. In addition, all of our flashing materials will be replaced; drains and scuppers re-established. Our intended roofing warranty terms will offer the District 30 years of moisture protection; the longest lasting roofing system available.

Deficiencies Associated with this Project:

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Our review of the current conditions of the building roofing assemblies identifies the following:

Many of the roof decks are currently compromised by both aged material and a material surface that prevents visual inspection of the buried membrane. It can no longer adequately protect the building occupants and equipment as necessary.

Moisture intrusion of the roofing assembly has led to damage of both wall and ceiling construction within the building environment.

Continued moisture exposure of the roof assembly will continue to cause damage and decay to the roof decking and structure. Long term decay can lead to greater degree of replacement and/or the potential for mold spore development in the building's interior construction.

Proposed Solution to Address the Deficiencies Stated Above:

The original ballast covered EPDM will be removed and the substrate conditions inspected. Any damaged or deteriorated insulation, protective gypsum board sheathing and structural decking will be addressed at this time. The new roof surfacing will be Flood & Gravel to protect the structure from hail damage up to 2.5 inches. With the Flood and Gravel surface, walking pavers around the roofing and equipment will not be necessary.

This system provides 330 mils of thickness with redundant layers of waterproofing vs. a single layer of 45 mils.

The new roofing assemblies proposed will be designed and installed throughout the structure will protect/warrant the building envelop for a minimum of 30 years and can provide performance characteristics of 40 years or more. This will meet and exceed both the requirements of published NRCA guidelines and align with CDE's philosophy of committing to long lasting building systems.

How Urgent is this Project?

Moisture penetration into the building will continue until these roof conditions are corrected. Water stains in the ceiling tiles indicate moisture has already made its way into and through the full roofing assembly.

This intrusion can lead to further damage to the insulation, protective gypsum board and structural decking failure. Moisture intrusion may also lead to mold spore generation within the building construction. Both of these would be catastrophic to the occupants and equipment being protected by these roofing assemblies.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Our grant request proposes to return the existing construction back to PSCG conformity under Sections 1.2.1, 1.2.4, 3.1, 3.2, 3.2.1, 3.2.1.1, 4.1 and 6.1.

Sec. 1.2.1 The District structure has several deficiencies applicable to the health, safety and environmental codes and standards as required by state and federal law. Significant moisture intrusion, maintenance of structural integrity and ability to maintain high Indoor Air quality are all significant areas of concern.

Sec. 1.2.4 The damaged and remaining roof areas of this District structure envelop do not meet thermal/energy efficiency performance standards. Moisture intrusion has compromised the limited thermal benefit of the roofing insulation; said insulation must be replaced.

Sec. 3.1 A significant portion of the EHS structure roofing areas remain inadequate and building conditions are not protected by a sound, functioning roofing envelop. Areas of the buildings metal roof decking have been subjected to significant and repetitive moisture intrusion.

Sec. 3.2 Many portions of District structure (under consideration here) do not have a weather tight roofing system. Aged, deteriorated and poorly designed roofing assemblies allow for significant, repetitive moisture intrusion into the building, and compromise the intended protection of its building occupants and property. Many roofing areas lack proper drainage slope and drainage support. The roofing envelop remaining is in poor condition.

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Sec. 3.2.1.1 New roofing assemblies will be designed and installed for the District structure that will protect the building's occupants and property within. Existing roofing assemblies will be upgraded, including additional slope and drainage support. The roofing will protect the building with the best (longest) warranty terms available for the funds requested that would meet/exceed the requirements of published NRCA guidelines and building code requirements.

Sec. 4.1 The replacement of the remaining roof areas will establish a building upgrade, complete with high quality, durable and easily maintainable roofing materials. The current and on-going maintenance of blister replacement will be eliminated.

Sec. 6.1 These replacement improvements of the roofing assemblies will continue to extend the service life of the District structure; a vital element of this rural community's infrastructure. Such efforts will without a doubt, improve many of the present health and safety deficiencies present within the District structure.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District has historically performed an impressive job of maintaining its existing facilities (and the specific systems) under consideration here within this grant request. However, the roofing system has exceeded its warranty terms and useful service life. It must be addressed globally throughout the building, vs. a fix here and a fix there. The current level of maintenance necessary to preserve these aged systems is beyond normal and customary; warranting this request for replacement.

It is the intent of the District to provide adequate resources necessary to sustain these new improvements. Through cooperation with the primary product manufacturer and system warranties as well as those independent warranties from the misc. installers, the District staff will be an active part of the required general maintenance.

The District will commit to following the preventative maintenance measures recommended by the roofing systems manufacturer. At the conclusion of construction, a full Owner's Manual and training will be requested by the District for record purposes. The systems manufacturer, installer, designer and District staff will be required to walk and inspect the completed project annually for the first 2 years. In addition, we will expect as part of the long term warranties, bi-annual inspections from trained staff of the manufacturer as well as our District staff.

The District currently budgets \$60,000 from their capital reserve funds for annual facility upgrades. The District intends to maintain a similar level of financial commitment to ensure funds remain available when these system's "service life" terms expire.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

Elizabeth School District's high school was constructed in 2000. We are experiencing leaks in all roofs (a ballasted EPDM roofing assembly) throughout the multistory building.

District personnel perform regular observation and maintenance efforts on this building however, the level of maintenance necessary for these leaking roof assemblies far exceeds traditional staff and funds available. The roofing ballast covering the roof membrane makes leak detection impractical for our staff. The roof areas in question no longer provide adequate moisture protection to the building envelope, its occupants and equipment within. The roofing areas have exceeded both their original warranty period and have degraded beyond a level of preventative maintenance and repair.

Moisture regularly enters the building throughout, disrupting education activities, damaging property and potentially compromises the building structure and general construction.

Current Grant Request:	\$1,221,073.76	CDE Minimum Match %:	55
Current Applicant Match:	\$385,602.24	Actual Match % Provided:	24

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Current Project Request:	\$1,606,676.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$23.00
Total Project Costs:	\$1,606,676.00	Escalation %	3
Affected Sq Ft:	101,890	Historical Adverse Effect?	No
Affected Pupils:	717	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$16	Is a Master Plan Complete?	No
Cost Per Pupil:	\$2,241	Who owns the Facility?	District
Sq Ft Per Pupil:	142	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund reserves and financing		NA	

District FTE Count:	2,334	Bonded Debt Approved:	
Assessed Valuation:	\$151,437,288	Year(s) Bond Approved:	
PPAV:	\$64,897	Bonded Debt Failed:	\$5,200,000
Unreserved Gen. Fund FY12-13:	\$2,994,842	Year(s) Bond Failed:	13,14
Median Household Income:	\$88,178	Outstanding Bonded Debt:	\$10,285,000
Free Reduced Lunch %:	19.81	Total Bond Capacity:	\$30,287,458
Existing Bond Mill Levy:	11.41	Bond Capacity Remaining:	\$20,002,458
Five Year Change in Buildings to Current Revenues %:	4.07		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	117.81		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	96.06		
Charter School Capital Construction Funding:	\$0.00		

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching monies requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

According to the most recent data on the Colorado Department of Education website, Elizabeth School District is the second lowest funded school district in the state, when considering local, state and federal revenue, on a per pupil basis.

The statewide average was \$9,756 and the statewide median was \$8,891. Elizabeth's per pupil funding was \$6,620.

According to the most recent data on the Colorado Department of Education website, Elizabeth School District average teacher day rate was 157 lowest out of 178 districts at \$206.20. The average teacher salary in Elizabeth was \$37,836.81.

Douglas County average was \$50,652.96, Aurora was \$52,929.72 and Cherry Creek was \$63,209.90. The average salaries of these neighboring districts were higher than the top of the teacher salary schedule in Elizabeth, at \$50,000.

The extremely low level of total funding (local, state and federal) forces the district to either cut programs and services to students in order to maintain a competitive salary structure relative to neighboring districts, or to preserve programs but pay lower salaries.

The district has opted to preserve programs that matter to students and their families, but experienced 28% to 30%

teacher turnover for 2013 and 2014, with teachers earning an average of \$10,000 less per year than the three aforementioned districts.

It would cost the district approximately \$1,000,000 per year from the General Fund to cut the salary differential in half to \$5,000 per year, only marginally stemming the outflow of teachers to significantly better funded neighboring districts.

The district has already cut dozens of positions and close to \$3,000,000 from annual operating expenses.

As a result of the financial pressures placed on our district we have eliminated course offerings, including our entire German Language Program, fewer AP and college concurrent classes at our high school, fewer music classes at our Middle School, and cut literacy coaches at our Elementary Schools. As these offerings and positions have been cut, class sizes have grown resulting in a less individualized instruction and reductions in student academic achievement over the past 4 years.

Approval of a matching fund waiver will not reverse the decline in services and quality illustrated above. It will, however, reduce the need to make further cuts that directly effect the education we can provide our students.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

The Elizabeth School District faces equal reticence from voters about passing a mill levy override for annual operating expenses. The General Fund is the only source of funds for building maintenance and repair. Because of state funding cuts, and decisions by the Board of Education to allocate as much of the decreasing amount of state funding as possible into the education programs for students, like many districts across the state, Elizabeth has deferred maintenance and repairs on infrastructure. This has the consequence of putting increased pressure on educational uses of the General Fund as the resources for capital needs continues to increase.

In order to relieve pressure on the General Fund, and to support key aspects of the educational programs in the district, the district has placed three mill levy override questions on the ballot over the last 13 years (2002, 2008, 2014), and none have passed. All three measures attempted to increase salaries for teachers. The most recent measure also contained funding for technology and safety, and had a five-year sunset.

In summary, under different boards of education and district administration, the district has put a total of five tax initiatives on ballot in the last 13 years, to address annual education related needs as well as long term capital needs, and all have failed.

It is not fiscally prudent, in the near term, for the school district to plan for capital repairs funded by additional local tax revenue. Yet, the condition of the roofs on the two schools continues to worsen, the cost of replacement continues to increase, and the risk for additional damage to the building expands (for example - water damage to building interior, degradation of the insulation under the roof, mold development, damage to technology infrastructure, etc.).

Therefore, to solve these urgent infrastructure issues, matching funds must be diverted from education programs over the course of an entire decade, at a cost of \$100,000 for 10 years. This results in the district having to cut two teachers from the budget each year for the next 10 years.

If the waiver were granted, it would allow the district to reduce the teaching staff elimination by one teacher over a ten-year period. The impact of one additional teacher over the course of a decade would allow us to sustain an elective course offering, most likely in the performing and visual arts, at either the middle or high school level for a decade.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

The school district has been working with almost every local political, civic and private organization over the last several years to promote wide-spread understanding of the most critical and urgent infrastructure needs of the district, including the need to replace the roof on the Elizabeth High School. This includes the creation of an Infrastructure Assessment Committee (IAC) comprised of 12 members of the general public at-large who were very effective in our community. As well, a citizen Blue Ribbon committee reviewed and made recommendations on a short list of items for inclusion on a small bond initiative, and supported the need to replace the roof. Political and other community leaders have actively supported the communication efforts and given their strong endorsement of the need and the solution. Communication has been supported through a range of avenues, with continual outreach to parents, staff, and community members, to engage them in the decision-making and support of this initiative. The district is also supported by our local print media to communicate to those that would not normally have a direct connection with IAC, school or its newsletter.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

The District has challenges due to unique demographic and geographic aspects of the community.

One significant portion of the Elizabeth School District community is a bed-room community for the Denver metro area, with many residents commuting out of the area and doing much of their shopping in the commercial parts of Aurora, Parker, Lone Tree, Castle Rock, Centennial, etc. Another large segment of the district is ranches. Just a very small portion of the community is comprised of commercial development. The large parcels of property zoned agriculture produces relatively very little in property tax revenues.

Additionally, most of the balance of the remaining property is residential parcels, also adding minimal value in assessed valuation. Of the remaining few parcels zoned commercial, which is only a small portion of the overall assessed valuation, the amount of mills needed to address the district's capital needs costs residents significantly more in property taxes in comparison to other metro area school districts.

For example, one mill in the Elizabeth School District generates \$151K, while one mill in Cherry Creek, Boulder Valley, Douglas County, and Adams 12 generates \$4.4MM, \$4.9MM, \$4.8MM and \$1.8MM respectively. While our district's needs are significantly less than these other metro area districts, the lack of a commercial tax base places more of a burden on the home owner to bear the tax increase than in other neighboring metro area school districts. This, then dramatically reduces the ability of the district to pass bond measures, even ones that are relatively small.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

While the percentage of pupils eligible for free and reduced lunches is below the statewide average, the percentage has grown at a much faster rate than the statewide average, more than doubling over the last seven years. Additionally, many families that struggled financially during the recession moved out of the district to find more affordable housing in neighboring communities.

The negative impact of this significant rise in the number of students with increased educational needs as a result of their family's economic situation has been compounded by dramatic decreases in pupil funding which are not buffered by supplemental revenue from local sources. Declining enrollment driven by families' needs to be closer to their employment and to find more affordable housing have further compounded the negative impact on educational programs and services.

We also believe that the district's percentage of students eligible for free and reduced lunch is not representative of the actual situation since free and reduced lunch subsidies have a negative stigma in our community, being viewed negatively as government handouts.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

Over the past 10 years the district has run two bond elections. Both initiatives were designed to support BEST Grant matching funds in order to replace leaking roofs at Singing Hills Elementary School and Elizabeth High School.

The 2013 bond measure lost by 60.9%. For comparative purposes, state-wide school funding initiative Amendment 66 lost by 84% in Elbert County, the third largest NO vote in the state, and well above traditionally anti-tax counties like Douglas County (72.1% NO vote) and El Paso County (73.3% NO vote). In 2013 Elbert County government had a tax measure on the ballot as well, and this measure lost by an even greater margin, losing by 85.7%.

The school district results show that 23 to 25% of the voters who voted against the state and county tax measures actually supported the school tax measure. A 23 to 25% differential is meaningful in an election. It shows that the district and community clearly identified and communicated the need for new roofs, and developed strong support for the solution. But, this was not enough to overcome a significant anti-tax sentiment.

In 2014, the school district bond initiative picked up a lot of ground losing by a much smaller margin, with 52.5% voting NO. The 2014 election brought more voters to the election box, with 7,764 in 2014 versus 5,555 in 2013. Of the new voters in 2014, the vast majority supported the school bond measure, with 1,517 (69%) supporting the tax increase for the school district.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the lower the match.

The Elizabeth community is fiscally conservative and strongly anti-tax. The likelihood of additional local revenue being approved by voters in the time frame corresponding to the needs identified in the Grant application to preserve our single High School is highly unlikely. It is not fair that the students of Elizabeth Schools be educated in inferior, and potentially unsafe, facilities. The state constitution requires that students receive a fair and equitable education, and facilities are clearly part of what constitutes equitable.

10. The school district's unreserved fund balance as it relates to their overall budget.

The district's unreserved fund balance within the General Fund is \$643,597 or 3.7% as a percentage of appropriated expenditures and transfers. For our district, this represents 14.5 days of operational costs and is a very small amount to mitigate our large ongoing capital needs.

The intent of the unreserved fund balance is for unforeseen emergencies or repairs, which could result from a severe weather event like a tornado. Obviously, this is not a very large amount to address a variety of situations that could arise during the course of a school year, again highlighting the district's precarious financial situation and our need for a reduction in our match.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

The Elizabeth community is fiscally conservative and strongly anti-tax. The likelihood of additional local revenue being approved by voters in the time frame corresponding to the needs identified in the Grant application to preserve our single High School is highly unlikely. It is not fair that the students of Elizabeth Schools be educated in inferior, and potentially unsafe, facilities. The state constitution requires that students receive a fair and equitable education, and facilities are clearly part of what constitutes equitable.

• Facilities Impacted by this Grant Application •

Garfield 16 - Hazardous Material Abatement at 2 ESs - Bea Underwood ES - 1981

School Name: Bea Underwood ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	58,430
Replacement Value:	\$15,179,798
Condition Budget:	\$8,266,564
Total FCI:	54.46%
Energy Budget:	\$0
Suitability Budget:	\$1,220,300
Total RSLI:	16%
Total CFI:	62.5%
Condition Score: (60%)	3.40
Energy Score: (0%)	2.92
Suitability Score: (40%)	4.33
School Score:	3.77



Garfield 16 - Hazardous Material Abatement at 2 ESs - LW St. John ES - 1982

School Name: LW St. John ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,403
Replacement Value:	\$12,547,151
Condition Budget:	\$5,577,755
Total FCI:	44.45%
Energy Budget:	\$0
Suitability Budget:	\$930,300
Total RSLI:	13%
Total CFI:	51.9%
Condition Score: (60%)	3.54
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.53
School Score:	3.94



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Applicant Name: GARFIELD 16

County: GARFIELD

Project Title: Hazardous Material Abatement at 2 ESS

Previous BEST Grant(s) Funded: 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Mercury Abatement in
gymnasium flooring |

General Information About the District / School, and Information About the Affected Facilities:

Garfield County School District No. 16 is a small rural school district of just under 1000 students. The district is located in Western Garfield County. The district serves the communities of Parachute and Battlement Mesa. The economic driver in the region has been primarily focused on fossil fuel extraction, including oil shale in the 1970's and 1980's, and natural gas over the past 15-20 years. The volatility in the petroleum industry has caused tremendous fluctuations in populations, with a continual "boom-and-bust" cycle occurring in the region for more than forty years. The "boom-and-bust" cycle has forced the district into a position of focused spending limitations to hedge against giant reductions in student populations and state funding.

In recent years, the school district has shifted its educational focus on a problem-based learning approach, coupled with the highly rigorous Advanced Placement curriculum. The district uses the Expeditionary Learning Model for its K-8 structure, and an Advanced Placement for All model at the high school, where every students takes Advanced Placement courses for the majority of the core course work. The two models have been providing some very encouraging academic results across our system and are resulting in very high academic growth rates for all of our students.

The facilities in Garfield 16 have either been built since the early 1980's or have been renovated over the past 35 years. While our three person maintenance crew does a tremendous job keeping the buildings in great condition, the systems in each building are starting to show their age. The district maintained a capital improvement funding program until the state allowed for dollars to be shifted to operational spending as the recession started. The district has maintained a fund to fix minor issues, but with the negative factor has been unable to divert any other dollars to the budget. With the passage of a bond issue and mill levy in November 2014, the district will work to bring every facility up to par and reinstate a capital improvements budget to provide on-going maintenance to district facilities. Garfield 16's matching requirement for the BEST is 70%, which is high, but with our bond will absolutely provide the district the opportunity to target local and matching funds to meet all the needs outlined in the bond program. The district intends to provide a 72% match, which exceeds the required match from the BEST program guidelines.

One of the major goals for the bond program is to make sure every school in the district is a safe and healthy learning environment for our children, staff, and community members. As populations have shifted, in relation to the boom and bust cycle, schools have been reconfigured to fit certain needs. Currently L.W. St. John Elementary, one of the facilities represented in this grant, houses our administrative and technology teams, with not students attending. As part of the overall bond program the district will require the building to once again be used for students in January of 2016, from Bea Underwood Elementary. 290 students will again be roaming the halls of L.W. St. John, in January of 2016, and will require all of the safety and health conditions that will exist in our other school facilities. After the bond program is completed the Garfield 16 Board of Education will determine grade configurations at both Bea Underwood and L.W. St. John, and how both

BEST FY2015-16 GRANT APPLICATION SUMMARIES

schools will accommodate students.

Deficiencies Associated with this Project:

The districts' on-going due diligence in working to ensure a safe and healthy learning environment, resources have been focused on continual monitoring of potential issues and documentation of areas of concern. As part of our bond program, our environmental consultants have determined that there are critical deficiencies with asbestos at Bea Underwood Elementary and L.W. St. John, along with high levels of mercury in both poured-in-place gymnasium floors in both facilities. The gymnasium flooring located in LWSJ and BUE was identified to contain 2.6 and 1.4 milligrams per liter (mg/l) of mercury, respectively which exceed the Environmental Protection Agency (EPA), Toxicity Characteristic Leaching Procedure (TCLP) limit of 0.2 mg/l. Therefore, the flooring materials will be considered hazardous waste upon removal and must be disposed accordingly.

The black floor tile mastic located in various areas throughout each of the school buildings was confirmed by others to contain more than 1% chrysotile asbestos and therefore is considered a regulated ACM. Grand River Environmental collected additional samples of the floor tiles and associated mastic on February 11, 2015. In general, floor tiles with asbestos mastic are located along sink areas in classrooms and cover less than 300 square feet in each room.

There are up to eight rooms at LWSJ that have ACM mastic around the sink areas. There are up to twenty rooms at BUE that have ACM mastic around the sink areas. Floor tile mastic located in the Cafeteria of LWSJ covers about 2,500 square feet. Floor tile mastic located in the Science and Art rooms southwest of the gymnasium in LWSJ covers about 1,200 square feet each.

As part of the overall bond program, the entire school will be renovated, making this work an imperative. Because this level of abatement was not considered in unforeseen conditions, the district is looking to complement our bond dollars with a BEST grant, and the district will be contributing more than the required match.

Proposed Solution to Address the Deficiencies Stated Above:

The solution for the asbestos and mercury issues at Bea Underwood Elementary and L.W. St. John Elementary is to abate the hazardous material, and have the material removed and disposed of in accordance with established construction guidelines, state, and federal laws.

Gym Floor Abatement

Mercury-Containing Flooring

The gymnasium flooring located in LWSJ and BUE was identified to contain 2.6 and 1.4 milligrams per liter (mg/l) of mercury, respectively which exceed the Environmental Protection Agency (EPA), Toxicity Characteristic Leaching Procedure (TCLP) limit of 0.2 mg/l. Therefore, the flooring materials will be considered hazardous waste upon removal and must be disposed accordingly. Grand River Environmental obtained pricing from three General Abatement Contractors for the removal and disposal of the flooring materials. For the estimates, Grand River Environmental made the following assumptions: The flooring located at LWSJ is located throughout the gymnasium, locker rooms, and hallways and covers approximately 10,000 square feet. The flooring located at BUE is located in the gymnasium only and covers approximately 4,500 square feet. Flooring in both locations is installed on concrete with tan mastic. The flooring is non-ACM. The flooring materials will require disposal as hazardous waste in accordance with the EPA Resource Conservation and Recovery Act (RCRA) at an approved facility.

Asbestos Abatement -

Asbestos-Containing Materials Removal The black floor tile mastic located in various areas throughout each of the school buildings was confirmed by others to contain more than 1% chrysotile asbestos and therefore is considered a regulated ACM. GRE collected additional samples of the floor tiles and associated mastic on February 11, 2015; however, sample results were not received by the time that this budgetary estimate was prepared. Therefore, no other ACMs were assumed to be present in the buildings for purposes of developing this estimate. The following assumptions were used in developing the costing estimate:

In general, floor tiles with asbestos mastic are located along sink areas in classrooms and cover less than 300 square feet in

BEST FY2015-16 GRANT APPLICATION SUMMARIES

each room. These areas of mastic will be removed utilizing hand removal techniques due to the relatively small size and can be cleared using phase-contrast microscopy (PCM).

There are up to eight rooms at LWSJ that have ACM mastic around the sink areas. There are up to twenty rooms at BUE that have ACM mastic around the sink areas. Floor tile mastic located in the Cafeteria of LWSJ covers about 2,500 square feet. Mechanical removal methods will be utilized in this area which will require clearance by transmission-electron microscopy (TEM). Floor tile mastic located in the Science and Art rooms southwest of the gymnasium in LWSJ covers about 1,200 square feet each. Mechanical removal methods will be utilized in this area within one combined containment which will require clearance by TEM. Floor tile mastic located in the Science room in the east end of the upper level of BUE covers about 1,200 square feet. Mechanical removal methods will be utilized in this area which will require clearance by TEM. Floor tile mastic located in the Cafeteria of BUE covers about 3,200 square feet. Mechanical removal methods will be utilized in this area which will require clearance by TEM Part of the overall cost will be providing a new surface for students, staff, and community members to use for educational and community purposes.

In all cases, the abatement contractor, and the district general contractor will look to salvage existing materials and re-install. If the furnishings are damaged through the abatement process, the fixed furniture will need to be replaced. The replacement cost is part of the overall scope of the abatement budget.

How Urgent is this Project?

The abatement work for asbestos and mercury is critical in providing a safe, and healthy learning environment for our children. The safety of our children, staff, and community members is of paramount importance, and was a defining feature of the district passing its bond program. This work must be done immediately in-order for the remainder of our school improvement projects to take place and benefit our children.

A critical aspect in the grant proposal is the cost per student which appears to be exceedingly large, but in terms the absolute need to remove all hazardous materials to promote the safety and welfare of the students, staff, and community members we serve, it is a cost we need to absorb.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Abatement

Facilities with safely managed hazardous materials. Potential hazardous materials in building components, which are identified in the Asbestos Hazard Emergency Response Act (AHERA) report, may include: asbestos, radon, lead, lamps and devices containing mercury. Additional hazardous materials may include: science chemicals, cleaning chemicals, blood-borne pathogens, acid neutralization tank for science departments, and bulk fuel storage (UST/AST) management that may be stored by the occupant.

4.1.8.1 - Public schools shall comply with all AHERA criteria and develop, maintain, and update an asbestos management plan, to be kept on record at the school district. This should include a building survey of the exterior of the building, and identification of all friable, non-friable, and trace asbestos materials. Reference regulation Number 8, Control of Hazardous Air Pollutants, 5 CCR 1001-10.

The district will meet or exceed all of the requirements listed in section 4.1.8.1.

4.1.8.2 - All new facilities and additions shall conduct radon testing following completion of construction within nineteen months after occupancy as required by Colorado Department of Public Health and Environment, 6 CCR 1010-6.

The district will meet or exceed all of the requirements listed in section 4.1.8.2.

4.1.8.3 - Lead based paint. All schools shall conform to the regulations adopted by the Colorado Air Quality Control Commission governing the abatement of lead-based paint from target housing (constructed prior to 1978) and child-occupied facilities, reference C.R.S. 25-5-1101.

The district will meet or exceed all of the requirements listed in section 4.1.8.3.

4.3 Building site requirements. Functionality of existing and planned public school facilities for core educational programs, particularly those educational programs for which the State Board has adopted state model content standards. Capacity of

BEST FY2015-16 GRANT APPLICATION SUMMARIES

existing and planned public school facilities, taking into consideration potential expansion of services for the benefit of students such as full-day kindergarten and preschool- and school-based health services and programs.

The impacted areas exceed the site requirements listed in section 4.3

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The new material that is used to replace the mercury laden flooring will be maintained in accordance with the manufacturers specifications, and the installers instructions. General fund dollars are budgeted on an annual basis to provide for a consistent maintenance plan for all district facilities, including all work that will be completed through bond and BEST matching dollars.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

N/A

Current Grant Request:	\$589,341.98	CDE Minimum Match %:	70
Current Applicant Match:	\$1,515,450.80	Actual Match % Provided:	72
Current Project Request:	\$2,104,792.78	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$68.00
Total Project Costs:	\$2,104,792.78	Escalation %	8
Affected Sq Ft:	63,118	Historical Adverse Effect?	No
Affected Pupils:	293	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$33	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$7,184	Who owns the Facility?	District
Sq Ft Per Pupil:	215	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2014 Bond Proceeds		N/A	

District FTE Count:	924	Bonded Debt Approved:	\$65,077,287
Assessed Valuation:	\$1,118,806,340	Year(s) Bond Approved:	06,14
PPAV:	\$1,210,829	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$2,332,472	Year(s) Bond Failed:	
Median Household Income:	\$67,375	Outstanding Bonded Debt:	\$61,982,287
Free Reduced Lunch %:	51.15	Total Bond Capacity:	\$223,761,268
Existing Bond Mill Levy:	5.589	Bond Capacity Remaining:	\$161,778,981
Five Year Change in Buildings to Current Revenues %:			1.32
Governmental Revenues to Buildings + Construction in Progress (CIP) %:			419

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %: 99.23

Charter School Capital Construction Funding: \$0.00

• **Facilities Impacted by this Grant Application** •

Garfield 16 - Roof Replacements at 2 ESs - Bea Underwood ES - 1981

School Name: Bea Underwood ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	58,430
Replacement Value:	\$15,179,798
Condition Budget:	\$8,266,564
Total FCI:	54.46%
Energy Budget:	\$0
Suitability Budget:	\$1,220,300
Total RSLI:	16%
Total CFI:	62.5%
Condition Score: (60%)	3.40
Energy Score: (0%)	2.92
Suitability Score: (40%)	4.33
School Score:	3.77



Garfield 16 - Roof Replacements at 2 ESs - LW St. John ES - 1982

School Name: LW St. John ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,403
Replacement Value:	\$12,547,151
Condition Budget:	\$5,577,755
Total FCI:	44.45%
Energy Budget:	\$0
Suitability Budget:	\$930,300
Total RSLI:	13%
Total CFI:	51.9%
Condition Score: (60%)	3.54
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.53
School Score:	3.94



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: GARFIELD 16

County: GARFIELD

Project Title: Roof Replacements at 2 ESS

Previous BEST Grant(s) Funded: 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Garfield County School District No. 16 is a small rural school district of just under 1000 students. The district is located in Western Garfield County. The district serves the communities of Parachute and Battlement Mesa. The economic driver in the region has been primarily focused on fossil fuel extraction, including oil shale in the 1970's and 1980's, and natural gas over the past 15-20 years. The volatility in the petroleum industry has caused tremendous fluctuations in populations, with a continual "boom-and-bust" cycle occurring in the region for more than forty years. The "boom-and-bust" cycle has forced the district into a position of focused spending limitations to hedge against giant reductions in student populations and state funding.

In recent years, the school district has shifted its educational focus on a problem-based learning approach, coupled with the highly rigorous Advanced Placement curriculum. The district uses the Expeditionary Learning Model for its K-8 structure, and an Advanced Placement for All model at the high school, where every student takes Advanced Placement courses for the majority of the core course work. The two models have been providing some very encouraging academic results across our system and are resulting in very high academic growth rates for all of our students.

The facilities in Garfield 16 have either been built since the early 1980's or have been renovated over the past 35 years. While our three person maintenance crew does a tremendous job keeping the buildings in great condition, the systems in each building are starting to show their age. The district maintained a capital improvement funding program until the state allowed for dollars to be shifted to operational spending as the recession started. The district has maintained a fund to fix minor issues, but with the negative factor has been unable to divert any other dollars to the budget. With the passage of a bond issue and mill levy in November 2014, the district will work to bring every facility up to par and reinstate a capital improvements budget to provide on-going maintenance to district facilities. Garfield 16's matching requirement for the BEST is 70%, which is high, but with our bond will absolutely provide the district the opportunity to target local and matching funds to meet all the needs outlined in the bond program. The district intends to provide a 72% match, which exceeds the required match from the BEST program guidelines.

One of the major goals for the bond program is to make sure every school in the district is a safe and healthy learning environment for our children, staff, and community members. As populations have shifted, in relation to the boom and bust cycle, schools have been reconfigured to fit certain needs. Currently L.W. St. John Elementary, one of the facilities represented in this grant, houses our administrative and technology teams, with not students attending. As part of the overall bond program the district will require the building to once again be used for students in January of 2016, from Bea Underwood Elementary. 290 students will again be roaming the halls of L.W. St. John, in January of 2016, and will require all of the safety and health conditions that will exist in our other school facilities. After the bond program is completed the Garfield 16 Board of Education will determine grade configurations at both Bea Underwood and L.W. St. John, and how both schools will accommodate students.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

The roofing systems at Bea Underwood Elementary and L.W. St. John Elementary school's have been in place since their original installation in 1982/1983. The L.W. St John Elementary School was built in 1982 utilizing a combination of 6/12 pitch standing seam metal roofing and a stone ballasted dead flat single ply membrane roofing system. The design by Aspen Architect Caudill Gustafson was consistent with standard practice of that day. The requirements for ¼" per foot roof slope were not yet codified. The Bea Underwood Elementary School was built in 1982 utilizing a combination of 6/12 pitch standing seam metal roofing and a stone ballasted dead flat single ply membrane roofing system. The design by Aspen Architect Caudill Gustafson was consistent with standard practice of that day. The requirements for ¼" per foot roof slope were not yet codified. Both systems have outlasted their original performance specifications, with their 20 year warranties, and are currently failing at both facilities. A diligent maintenance crew has worked tirelessly to create a system of patchwork to extend the life of the roof systems, that solution has been exhausted and it is time to replace both roofing systems. The failure of any roof system greatly impacts the interior envelope and creates safety/health concerns for our students, staff, and community members. The district is concerned about damage to envelope systems, potential mold issues, and structural failures, if this problem is not corrected immediately.

Proposed Solution to Address the Deficiencies Stated Above:

The solution for the failing roof systems at Bea Underwood Elementary and L.W. St. John Elementary will be a complete roof replacement with the exception of one area at Bea Underwood that was replaced recently and deemed to be in acceptable condition and not in need of replacement.

ROOF TYPES (NOTED BY EXISTING MATERIAL):

R1: BALLASTED EPDM (STEEL DECK)

R2: 1 1/2" STANDING SEAM METAL ROOFING

R3: 1 1/2" STANDING SEAM METAL ROOFING (AWNING)

EXISTING ROOFS THAT ARE NOT PART OF THIS PROJECT ARE SHADED IN GRAY. HOWEVER, EXISTING COPINGS AT THESE ROOF AREAS TO BE REPLACED TO MATCH NEW COPINGS AT ADJACENT NEW ROOFS.

1. ALL EXISTING BALLASTED EPDM ROOFING AND WOOD FIBER COVER BOARD, AND RIGID INSULATION TO BE REMOVED. IN GENERAL, EXISTING ASSEMBLY CONSISTS OF BALLASTED EPDM ON WOOD FIBER COVER BOARD ON TAPERED RIGID INSULATION (0" MIN TO 6" MAX") ON 1 1/2" METAL DECK. SOME AREAS, AS NOTED ON PLAN, HAVE COMPOSITE CONCRETE DECK. REPLACE WITH 60 MIL FULLY ADHERED EPDM MEMBRANE ON 1/4" FIBERGLASS MAT COVER BOARD ON TAPERED POLYISO INSULATION

(TARGET AVERAGE THICKNESS OF 5" - FURTHER STUDY REQUIRED). COVER BOARD TO BE ADHERED TO INSULATION; INSULATION TO BE MECHANICALLY ATTACHED TO ROOF DECK. TPO: FIRESTONE RUBBERGARD, 60 MIL OR SIMILAR WARRANTY TERM: 20 YEARS

2. ALL EXISTING STANDING SEAM METAL ROOFING, ROOFING FELT, AND ASSOCIATED GUTTERS AND DOWNSPOUTS TO BE REMOVED; EXISTING INSULATION TO REMAIN IF POSSIBLE. IN GENERAL, EXISTING ASSEMBLY CONSISTS OF 1 1/2" STANDING SEAM ON 30# ROOFING FELT ON 3" RIGID INSULATION ON 1 1/2" METAL DECK. REPLACE WITH 24 GAUGE, 2" HIGH 'Z-LOCK' TYPE STANDING SEAM METAL PANEL ON NEW 30# ROOFING FELT. VALLEYS TO BE FLASHED WITH SELF ADHERING ICE AND WATER SHIELD (HIGH TEMPERATURE), AS WELL AS EDGES OF ROOFS THAT EXTEND PAST THE EXTERIOR WALL (SELF ADHERING MEMBRANE TO EXTEND A MINIMUM OF 24" PAST THE INTERIOR WALL UPSLOPE). REPLACE ANY INSULATION THAT IS DAMAGED OR WET. EVALUATION OF EXISTING PURLINS WILL BE REQUIRED TO ENSURE THEY MEET METAL PANEL MANUFACTURER'S AND WIND UPLIFT REQUIREMENTS. STANDING SEAM METAL PANEL: BERRIDGE ZEE-LOCK PANEL, OR SIMILAR PROVIDE ALL NEW PREFINISHED GUTTERS AND DOWNSPOUTS.

3. EXISTING ROOF DIAPHRAGMS TO BE EVALUATED BY THE STRUCTURAL ENGINEER TO ENSURE COMPLIANCE WITH THE 2015 INTERNATIONAL EXISTING BUILDING CODE, 706.3.

4. ALL EXISTING SHEET METAL FLASHING TO BE REPLACED AT AREAS TO RECEIVE NEW ROOFING MATERIAL; ASSUME PARAPETS THAT ARE BELOW INDUSTRY STANDARD OF 8" ABOVE ROOF LINE TO BE BUILT-UP WITH ADDITIONAL WOOD NAILERS – FURTHER REVIEW WITH ROOFING MANUFACTURER REQUIRED. PARAPETS NOT EXPECTED TO HAVE THIS ISSUE ARE NOTED ON THE ROOF PLAN.

5. AREAS WITH EXISTING PLYWOOD SHEATHING TO BE REPLACED WITH GYP BD SHEATHING ARE NOTED ON THE ROOF PLAN.

6. PROVIDE WALKWAY PADS FROM ROOF ACCESS POINTS TO ROOFTOP EQUIPMENT AT AREAS TO RECEIVE NEW ROOFING. TOBE MANUFACTURER'S STANDARD ADHERED PAD.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

How Urgent is this Project?

The roof systems in both Bea Underwood Elementary, with the exception of a portion that was replaced ten years ago, and L.W. St. John are currently failing in multiple locations across the entire structure. Current issues have caused thousands of dollars in damage to roof soffits, ceiling tiles, wiring and junction boxes. The problem must be corrected immediately to limit any further damage to interior components.

The expectation of the community is that the bond program in conjunction with matching BEST funding, replace the failing roof systems to provide a safe and healthy learning environment for our students, staff, and community members.

A critical aspect in the grant proposal is the cost per student which appears to be exceedingly large, but in terms of an overall budget to replace an existing roof, this is an unavoidable issue in the overall cost of providing this extremely important correction for the failing roof system, and the safety and welfare of the students, staff, and community members the schools serve.

How Does this Project Conform with the Public School Facility Construction Guidelines?

4.1.2 Roofs. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. All roofs shall be installed by a qualified contractor who is approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof. The National Roofing Contractors Association divides roofing into two generic classifications: low-slope roofing and steep-slope roofing. Low-slope roofing includes water impermeable, or weatherproof types of roof membranes installed on slopes of less than or equal to 3:12 Adopted 12/05/2014 3 (fourteen degrees). Steep slope roofing includes water-shedding types of roof coverings installed on slopes exceeding 3:12 (fourteen degrees).

4.1.2.1.2- Ethylene Propylene Diene Monomer - minimum 60 mil EPDM membrane, with a ballasted or adhered system. The district intends to meet and exceed the standards for section 4.1.2.1.2.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Garfield 16 is committed to maintaining its facilities by budgeting for annual capital renewal needs, following a rigorous facilities/plant maintenance program (developed jointly with the manufacturer's, installers, and our maintenance team), and a long-term (20 year) capital renewal program that will be developed by the Board of Education, our maintenance team, and our district leadership. The capital budget will reflect, at a minimum, the \$100 per student plan suggested by the division, and will increase as funding becomes available.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

N/A

Current Grant Request:	\$593,017.00	CDE Minimum Match %:	70
Current Applicant Match:	\$1,524,900.86	Actual Match % Provided:	72
Current Project Request:	\$2,117,917.86	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$68.00
Total Project Costs:	\$2,117,917.86	Escalation %	10.75
Affected Sq Ft:	67,772	Historical Adverse Effect?	No
Affected Pupils:	293	Does this Qualify for HPCP?	No

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Cost Per Sq Ft:	\$31	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$7,228	Who owns the Facility?	District
Sq Ft Per Pupil:	231	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2014 Bond Proceeds		N/A	

District FTE Count:	924	Bonded Debt Approved:	\$65,077,287
Assessed Valuation:	\$1,118,806,340	Year(s) Bond Approved:	06,14
PPAV:	\$1,210,829	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$2,332,472	Year(s) Bond Failed:	
Median Household Income:	\$67,375	Outstanding Bonded Debt:	\$61,982,287
Free Reduced Lunch %:	51.15	Total Bond Capacity:	\$223,761,268
Existing Bond Mill Levy:	5.589	Bond Capacity Remaining:	\$161,778,981
Five Year Change in Buildings to Current Revenues %:	1.32		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	419		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	99.23		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Garfield 16 - Security Vestibules at 2 ESs - Bea Underwood ES - 1981

School Name: Bea Underwood ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	58,430
Replacement Value:	\$15,179,798
Condition Budget:	\$8,266,564
Total FCI:	54.46%
Energy Budget:	\$0
Suitability Budget:	\$1,220,300
Total RSLI:	16%
Total CFI:	62.5%
Condition Score: (60%)	3.40
Energy Score: (0%)	2.92
Suitability Score: (40%)	4.33
School Score:	3.77



Garfield 16 - Security Vestibules at 2 ESs - LW St. John ES - 1982

School Name: LW St. John ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,403
Replacement Value:	\$12,547,151
Condition Budget:	\$5,577,755
Total FCI:	44.45%
Energy Budget:	\$0
Suitability Budget:	\$930,300
Total RSLI:	13%
Total CFI:	51.9%
Condition Score: (60%)	3.54
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.53
School Score:	3.94



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: GARFIELD 16

County: GARFIELD

Project Title: Security Vestibules at 2 ESs

Previous BEST Grant(s) Funded: 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|--|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Garfield County School District No. 16 is a small rural school district of just under 1000 students. The district is located in Western Garfield County. The district serves the communities of Parachute and Battlement Mesa. The economic driver in the region has been primarily focused on fossil fuel extraction, including oil shale in the 1970's and 1980's, and natural gas over the past 15-20 years. The volatility in the petroleum industry has caused tremendous fluctuations in populations, with a continual "boom-and-bust" cycle occurring in the region for more than forty years. The "boom-and-bust" cycle has forced the district into a position of focused spending limitations to hedge against giant reductions in student populations and state funding.

In recent years, the school district has shifted its educational focus on a problem-based learning approach, coupled with the highly rigorous Advanced Placement curriculum. The district uses the Expeditionary Learning Model for its K-8 structure, and an Advanced Placement for All model at the high school, where every student takes Advanced Placement courses for the majority of the core course work. The two models have been providing some very encouraging academic results across our system and are resulting in very high academic growth rates for all of our students.

The facilities in Garfield 16 have either been built since the early 1980's or have been renovated over the past 35 years. While our three person maintenance crew does a tremendous job keeping the buildings in great condition, the systems in each building are starting to show their age. The district maintained a capital improvement funding program until the state allowed for dollars to be shifted to operational spending as the recession started. The district has maintained a fund to fix minor issues, but with the negative factor has been unable to divert any other dollars to the budget. With the passage of a bond issue and mill levy in November 2014, the district will work to bring every facility up to par and reinstate a capital improvements budget to provide on-going maintenance to district facilities. Garfield 16's matching requirement for the BEST is 70%, which is high, but with our bond will absolutely provide the district the opportunity to target local and matching funds to meet all the needs outlined in the bond program. The district intends to provide a 72% match, which exceeds the required match from the BEST program guidelines.

One of the major goals for the bond program is to make sure every school in the district is a safe and healthy learning environment for our children, staff, and community members. As populations have shifted, in relation to the boom and bust cycle, schools have been reconfigured to fit certain needs. Currently L.W. St. John Elementary, one of the facilities represented in this grant, houses our administrative and technology teams, with not students attending. As part of the overall bond program the district will require the building to once again be used for students in January of 2016, from Bea Underwood Elementary. 290 students will again be roaming the halls of L.W. St. John, in January of 2016, and will require all of the safety and health conditions that will exist in our other school facilities. After the bond program is completed the Garfield 16 Board of Education will determine grade configurations at both Bea Underwood and L.W. St. John, and how both schools will accommodate students.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

The intent of the security upgrades for the two primary elementary schools serving Garfield 16 is to modify entrances to both schools with secure vestibules that will provide an enhanced level of security and safety for the students, staff, and community the schools serve. In conjunction with the vestibules, lighting, camera, and fencing upgrades are included in the scope as part of our district security plan.

Bea Underwood Elementary, located at 0741 Tamarisk Trail on Battlement Mesa, is an elementary school that was built in 1982. The school is built primarily of brick, which provides some security for students, staff, and community members, however the entryway has no flow control as part of the school's security plan. Currently an individual can enter the building and turn down an adjacent corridor, avoiding the office, or choose to walk past the office without checking-in or being acknowledged by staff. In working with community, staff, and doing research with law enforcement, this creates a critical safety issue for our community members.

L.W. St. John Elementary School, located at 0460 Stone Quarry Road on Battlement Mesa, is a elementary school that was built in 1983. Like Bea Underwood, the school is primarily brick, providing some low level security, but as with Bea, the entrance to the building does not provide any flow control for parties entering the facility. Visitors can approach the main entrance without any line-of-site observations from school personnel. A person could enter the building and immediately go down an adjacent stair case without any school personal visually seeing that individual. This lack of flow control presents a major security risk for students, staff, and community members using the facility.

Proposed Solution to Address the Deficiencies Stated Above:

The proposed solution to increase flow control in Bea Underwood Elementary will be to construct security vestibules at the entrance of both sites. Working with H&L Architects and FCI constructors, a schematic design for a 1000 square foot security vestibule, typically referred to in the industry as a man trap, has been developed and vetted by our community steering committee. It will allow general flow when students are entering or exiting, but will restrict entry during all other business hours. School personnel will have the capacity to lock and unlock interior doors to allow, verified individuals with visitor badges, access to the school. In addition to the vestibule at Bea Underwood, the security plans call for upgrades to perimeter fencing, the addition of three security cameras, a security badge system that does instant background checks, using the individuals drivers license to screen for felons and other potential "high-risk" candidates, key card access to other exterior doors, and adding lighting around the new vestibule, all of which will be procured through our local bond dollars.

Again, H&L architects and FCI have developed a plan, in conjunction with our local citizens design group, and research provided by law enforcement to design a 1200 square foot security vestibule that will provide the same type of security as the system designed for Bea Underwood. Line of site will be established with modification to the front lobby area and will allow school personnel to visually address visitors, screen and badge them into the school, and the event of an emergency lock down the vestibule and notify emergency services immediately.

As part of the security plan for L.W. St. John, improved lighting around the vestibule and the parking lot will be incorporated into the project, as well as three security cameras, a security badge system that does instant background checks, and a key card access system for other exterior doors.

How Urgent is this Project?

In both schools, the public has direct access to students with very limited or no ability to control access. In both cases, the public could enter the facilities without any school personnel having the capacity to visually see them enter.

The current security situation is absolutely unsafe and needs to be remedied immediately to provide for the safety and security of children in these schools. The safety and security of the children of any community is of paramount importance to those who are charged providing that security. It is incumbent upon our school district to keep our students, staff, and community members' safe while in or around our schools. Our community voiced very clearly over the past year that they would support our bond efforts if safety and security was the top priority, and we feel that the solutions we have designed will certainly go a long way to providing a safe and secure environment in both of our elementary schools.

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A critical aspect in the grant proposal is the cost per student which appears to be exceedingly large, but in terms of an overall budget to upgrade an extremely unsafe entryway, this is an unavoidable issue in the overall cost of providing this extremely important correction for the safety and welfare of the students, staff, and community members the schools serve.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Security

4.1.9 Security. The degree of resistance to, or protection from, harm. It applies to any vulnerable and valuable asset; such as a person, building or dwelling. Security provides "a form of protection where a separation is created between the assets and the threat." These separations are generically called "controls," and sometimes include changes to the asset or the threat.

These separations and degrees of resistance can be achieved through several models and techniques.

4.1.9.1 - Video Management Systems (VMS). Adopted 12/05/2014 5

4.1.9.1.1- Cameras. Cameras are typically used to implement a video management system. In new construction, these should be internet protocol (IP) cameras on Power over Ethernet (PoE) cabling infrastructure, high definition over coax cameras, or analog cameras. Cameras should support motion activation, pan-tilt-zoom functionality, and standard video compression.

The district will meet the requirements listed for section 4.1.9.1.1, though this is not part of this grant program.

4.1.9.1.2- Closed circuit or IP video recorders. A central video management system should be capable of monitoring live feeds from multiple cameras from a central location, recording to digital media. Acceptable recorders include: network video recorder (NVR), high-definition composite video interface (HD-CVI), digital video recorder (DVR).

The district will meet the requirements listed for section 4.1.9.1.1, though this is not part of this grant program.

4.1.9.1.3- All video management systems should be integrated into their local first responder's alert notification system.

The district will meet the requirements listed for section 4.1.9.1.3, though this is not part of this grant program.

4.1.9.2 - Controlled access.

4.1.9.2.1- Manual.

4.1.9.2.1.1 - The number of entryways into the building or onto the campus should be limited. New construction shall be designed to restrict normal entrance to only one or two locations, with no recessed doorways, provided that sufficient entryways are available for fire department access and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

The district will meet the requirements listed for section 4.1.9.2.1.1.

4.1.9.2.1.2 - All exterior doors shall be locking and equipped with panic bars to open readily from the egress side. Panic bars should utilize flush push bar hardware to prevent chaining doors shut.

The district will meet the requirements listed for section 4.1.9.1.2.

4.1.9.2.1.2.1 - Unless a door is intended for ingress, exterior doors should not have handles and locks on the outside. In all cases exposed hardware should be minimized, provided that sufficient entryways are available for fire department access and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

The district will meet the requirements listed for section 4.1.9.2.1.2.1.

4.1.9.2.1.3 - Doors should be constructed of steel, aluminum alloy, or solid-core hardwood. If necessary, glass doors should be fully framed and equipped with burglar-resistant tempered glass. Translucent glass should be avoided in all cases.

The district will meet the requirements listed for section 4.1.9.2.1.3

4.1.9.2.1.4 - Exit doors with panic push-bars should be "Access Control Doors" per the codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30, to prevent easy access by criminals and vandals, or in a lock-down / lock-out situation.

The district will meet the requirements listed for section 4.1.9.2.1.4

4.1.9.2.1.5 - Heavy-duty metal or solid-core wooden doors should be used at entrances in areas containing expensive items. These areas include classrooms, storerooms, and custodians' rooms. Interior doorway doors should also be heavy-duty metal or solidcore wooden doors.

The district will meet the requirements listed for section 4.1.9.2.1.5

4.1.9.2.1.6 - Door hinges should have non-removable pins.

The district will meet the requirements listed for section 4.1.9.2.1.6

4.1.9.2.1.7 - Door frames should be constructed of pry-proof material. Adopted 12/05/2014

The district will meet the requirements listed for section 4.1.9.2.1.7

4.1.9.2.1.8 - Armored strike plates shall be securely fastened to the door frame in direct alignment to receive the latch easily.

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The district will meet the requirements listed for section 4.1.9.2.1.8

4.1.9.2.2- Automated. Acceptable automated controlled access includes: automatic identification card/badge readers.

The district will meet the requirements listed for section 4.1.9.2.2

4.1.9.2.2.1 - Faculty, staff, and administration. School personnel may be issued additional tools for authenticating their identity in order to maintain efficient access to school facilities.

The district will meet the requirements listed for section 4.1.9.2.2.1

4.1.9.2.2.2 - Student. Schools shall expect students to carry some form of verifiable identification, if automated access to school facilities is to be provided.

The district will meet the requirements listed for section 4.1.9.2.2.2

4.1.9.3 - Front door security

4.1.9.3.1- Building vestibules. Where appropriate, buildings shall employ double entry door designs that provide a secured area for visitors to authenticate and gain clearance. Known as "man traps", security vestibules solve several common security issues such as students opening doors for visitors, visitors bypassing check-in points, direct access to the interior from attackers, piggy-back entrances, and propped doors.

The district will meet the requirements listed for section 4.1.9.3.1

4.1.9.3.2- Video entrance systems. Building designs shall allow for school personnel to be able to monitor incoming visitors from a safe location out of reach, or line of site from incoming visitors who have not yet been authenticated or cleared for entry. These entry points shall use remote video and access control technology to conduct multi-factor authentication of incoming visitors (e.g. visual verification and ID, PIN/password and ID, or biometric and other form of visual identification).

The district will not be utilizing a video entrance system.

4.1.9.3.2.1 - Video entrance systems shall use IP technology to allow access control to be conducted by school personnel from multiple locations, so that multiple personnel can provide coverage for screening incoming visitors, eliminating entry system override or "door propping".

The district will not be using this technology.

4.1.9.3.2.2 - Video entrance systems shall be integrated with school communication, alarm, or school database systems to allow personnel to screen visitors.

The district will not be using this technology.

4.1.9.3.3- Line of sight. The front entrance should be designed to maximize the line of sight distance for school occupants to detect an intruder from each relevant perimeter (e.g. classroom to hallway, office or guard station to entryway, or entryway to exterior fence access, or exterior fence access to property perimeter).

The district will meet the requirements listed for section 4.1.9.3.3.

4.1.9.4 - Door lock / intrusion detection. Doors should have sufficient data cabling to a central interim distribution frame (IDF) or master distribution frame (MDF) to support access control/door release mechanisms, door sensors, IP Authentication sensors, and/or IP surveillance cameras as well as power cabling sufficient to support such hardware.

The district will meet the requirements listed for section 4.1.9.4.

4.1.9.4.1- Interior classroom doors shall have locking hardware for lock downs, which does not interfere with automatic closing and latching functions required by the fire code and may have door sidelights, or door vision glass that allow line of sight into the corridors during emergencies, and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-

30. Adopted 12/05/2014 7 4.1.9.5 - Event alerting and notification (EAN) system. An EAN system that utilizes an intercom / phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications, and communication with local fire, police, and medical agencies during emergency situations.

The district will meet the requirements listed for section 4.1.9.1.5, however this is not part of this grant.

4.1.9.6 - Secure sites should include the following:

4.1.9.6.1- Locations to avoid.

The district will meet the requirements listed for section 4.1.9.6.1.

4.1.9.6.2- Location of utilities.

The district will meet the requirements listed for section 4.1.9.6.2.

4.1.9.6.3- Roof access.

The district will meet the requirements listed for section 4.1.9.6.3.

4.1.9.6.4- Lighted walkways.

The district will meet the requirements listed for section 4.1.9.6.4

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4.1.9.6.5- Secured playgrounds.

The district will meet the requirements listed for section 4.1.9.6.5

4.1.9.6.6- Bollards at main entrances and shop areas with overhead doors.

The district will meet the requirements listed for section 4.1.9.6.6.

4.1.9.6.7- Signage.

The district will meet the requirements listed for section 4.1.9.6.7.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Garfield 16 is committed to maintaining its facilities by budgeting for annual capital renewal needs, following a rigorous facilities/plant maintenance program (developed jointly with the manufacturer's, installers, and our maintenance team), and a long-term (20 year) capital renewal program that will be developed by the Board of Education, our maintenance team, and our district leadership. The capital budget will reflect, at a minimum, the \$100 per student plan suggested by the division, and will increase as funding becomes available.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

N/A

Current Grant Request:	\$168,362.92	CDE Minimum Match %:	70
Current Applicant Match:	\$432,933.21	Actual Match % Provided:	72
Current Project Request:	\$601,296.13	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$68.00
Total Project Costs:	\$601,296.13	Escalation %	8.49
Affected Sq Ft:	2,200	Historical Adverse Effect?	No
Affected Pupils:	293	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$273	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$2,052	Who owns the Facility?	District
Sq Ft Per Pupil:	8	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2014 Bond Proceeds		N/A	

District FTE Count:	924	Bonded Debt Approved:	\$65,077,287
Assessed Valuation:	\$1,118,806,340	Year(s) Bond Approved:	06,14
PPAV:	\$1,210,829	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$2,332,472	Year(s) Bond Failed:	
Median Household Income:	\$67,375	Outstanding Bonded Debt:	\$61,982,287
Free Reduced Lunch %:	51.15	Total Bond Capacity:	\$223,761,268
Existing Bond Mill Levy:	5.589	Bond Capacity Remaining:	\$161,778,981

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Five Year Change in Buildings to Current Revenues %:	1.32
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	419
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	99.23
Charter School Capital Construction Funding:	\$0.00

• Facilities Impacted by this Grant Application •

Roaring Fork RE-1 - ES Renovation and Addition - Glenwood Springs ES - 1921

School Name: Glenwood Springs ES

Number of Buildings:	3
All or Portion built by WPA:	Yes
Gross Area (SF):	69,271
Replacement Value:	\$16,761,795
Condition Budget:	\$10,807,947
Total FCI:	64.48%
Energy Budget:	\$0
Suitability Budget:	\$5,160,500
Total RSLI:	8%
Total CFI:	95.3%
Condition Score: (60%)	3.21
Energy Score: (0%)	2.81
Suitability Score: (40%)	3.54
School Score:	3.34



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Applicant Name: ROARING FORK RE-1

County: GARFIELD

Project Title: ES Renovation and Addition

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|---|
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Water Systems | Partial Replacement/Major Addition/Renovation |

General Information About the District / School, and Information About the Affected Facilities:

Located in downtown Glenwood Springs, Glenwood Springs Elementary School (GSES) has served students in the Roaring Fork Valley for over 90 years in its original 1921 building. We serve a diverse population: 65% Hispanic, 35% Anglo, 57% free/reduced status, and 49% English-language learners. In January of 2015, GSES was identified as the number one facilities priority through a collaborative, district-wide Master Facilities Plan process.

In 2012, GSES became an Expeditionary Learning School. This model challenges students everyday through literacy rich and in-depth learning. Our classrooms are alive with discovery, collaboration, and problem solving. We are able to achieve this by developing strong relationships, creating opportunities for extra support, and retaining the best teachers. We already see positive results in student achievement from this shift.

What does a typical day look like for a student in our current facilities? Everyday students engage in 21st Century learning: they collaborate, investigate, and create in facilities that reflect a 1960s educational system and footprint. Each morning students come by bus, car, foot or bike. Due to our congested site plan, busses drop off in an asphalt area which also serves as the playground. Students who are dropped off by parents wait in a long line of cars on the one-way alley street that is the only access to our school. Once on school grounds, students will make their way to one of the five separate buildings that makes up our campus.

Our motto is “We are Crew, not Passengers” and this is how every child begins their day at GSES. Students gather in a circle with their class or “Crew.” Teachers have creatively negotiated small and odd shaped classrooms to ensure that their entire class can circle up for Crew. During Crew, you might see students practicing teamwork through games, planning service-projects with their class, and reflecting on their school work. This morning ritual sets a tone for the day and the community.

For academics, our teaching teams use innovative and researched-based curriculum to meet the standards. As an Expeditionary Learning School, students participate in integrated and authentic Learning Expeditions. This year, third graders wrote poetry in honor of the 20th Anniversary of the Storm King Fire, fourth graders are writing books on Colorado History, and fifth graders are going on a geological expedition to Colorado National Monument. Our downtown location provides excellent access to organizations and business for this work. Our facilities create barriers for these projects. We have a small, L-shaped library that has room for one class at a time. This limits the amount of time the space is available for research and communication. Our classrooms have limited space for projects, messy investigations, and lack storage and counter space in every classroom. Teachers lack work spaces to collaborate and come together for professional development.

Each day, students will make about six transitions to Specials classes, Intervention/Enrichment classes, recess and lunch. Students will often leave one of our five buildings to go to another building. We estimate that our students lose about 20-30 min/day of instruction because of these long transitions. Many students have class in our basement which is a maze of narrow hallways and dead ends. We have protocols in place to keep track of students, however, students can end up alone without a teacher. This is a safety issue and each day time is lost tracking down students.

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Despite the facilities challenges, GSES has transformed into a 21st Century school of excellence. Consequently, the Master Facilities Plan committee has identified GSES as a number one priority. Our teachers are ready for a facility that supports best practices, and every child deserves a facility that inspires learning and reflects the modern world they will inherit.

Deficiencies Associated with this Project:

In the fall of 2014, Cuningham Group began working with Roaring Fork School District and a broad-based committee comprised of approximately 40 members from the communities of Basalt, Carbondale, and Glenwood Springs. The committee, called the Master Plan Design Team, has participated in five workshops to set a 10-year Vision for the Facility Master Plan, set Principles to guide the process, confirm Standards by which to measure their facilities, become familiar with the assessment process, established Common Ground, and analyzed potential solutions District-wide and for each site. Throughout this process, addressing the significant needs of Glenwood Springs Elementary School (GSES) has been consistently recognized as Common Ground and as the top priority for the Master Plan. Concurrently, Cuningham Group and its sub-consultants interviewed District and onsite staff, and performed multiple walks in order to assess each facility. The deficiencies listed below are a result of this process for GSES:

General Facility Deficiencies as related to educational delivery:

- Basic Learning spaces are not sized for variable teaching layouts, technology and individual or group arrangements.
- The learning spaces are not suitable for different teaching and learning modes lacking a variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways.
- The school does not have a space which allows gathering of the entire student and staff population.
- School lacks of properly sized specialized lab/studio spaces for programs whose needs cannot be provided in a Basic Learning Spaces.
- GSES needs spaces for students with special needs. Space is needed both to facilitate inclusion within the classroom and for special services in specific settings.
- The school does not address well the specific needs of young learners, including adequate support space. Early Childhood Education is currently in a modular building and has no lobby, Admin, or adjacent play space.
- There are no staff spaces that will encourage collaboration, support interdisciplinary teaching and teaming and reduce staff isolation.
- The school lacks universal access for staff and students.
- The lack of adequate and durable storage has a negative impact on the current classroom and school functionality.

SITE - Deficiency:

- Roadways – GSES currently fronts School Street, which is not a full-width street, but more like an alley. Even as a one-way, it is very congested in the mornings and afternoons.
- Parking Lots – there is off-street parking for staff, but not enough for visitor parking. Handicapped-accessible parking is not well-identified or very close to the main entry.
- Pedestrian Paving - paving is in poor condition and needs to be replaced, especially along pathways between buildings that students use daily across the courtyard space south of the Main Building. Pathways of asphalt and pavers have heaved and settled in several locations due to tree roots and drainage problems, creating trip hazards and exceeding accessibility requirements.
- Site Development: Buses currently use a portion of the playground as the drop-off/pick-up area. Although carefully managed by the staff, the mix of buses with play areas has great potential for danger to students. There is only a small drop-off area available for parents in front of the school, causing traffic to back up on adjacent streets. The trash area lacks a complete enclosure to keep students out, thus poses a potential safety issue when trash pick-up happens during the school day.
- Landscaping: There is little landscape plantings on the campus. The vegetation in the courtyard space south of the Main Building is worn due to constant student traffic. Some mature trees provide good shade on the east side of the Main Building and in the courtyard, but little shade exists on the main playground. The perimeter fencing is incomplete, which is of special concern with the abandoned railroad tracks and recreational trail along the west side of the school site, between the school and the Roaring Fork River.
- Storm Sewer: Chronic storm drainage problems exist on site, both surface and piped, resulting in ice build-up in the courtyard south of the Main Building and seasonal flooding of the Main Building interior.

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- Site Lighting: is insufficient, which is a dangerous combination with the damaged paving between buildings, especially for teachers traveling between buildings after hours. The facility does not have external path of egress emergency illumination per current code requirements. Exterior building mounted lighting is currently made up of Metal Halide and compact fluorescent luminaires which are in very poor condition. In cold weather, it is likely that the compact fluorescent exterior lighting doesn't work effectively. There is currently not any site lighting in the parking lot. The exterior lighting is controlled using multiple time‐clocks and photocells.
- Site Communication and Security: The site consists of the Main Building, the Annex Building, and the Bolitho Building, as well as two temporary modular buildings. There is not a system that effectively enables teachers or administrators to notify one another in an emergency or to lock down all exterior entry points. Students have to walk outside between school buildings, sometimes, unaccompanied, which is a risk on this campus without a secure perimeter.

MAIN BUILDING - Deficiency:

- Exterior Walls: some water damage and maintenance concerns need to be addressed with the existing brick.
- Exterior Windows: The windows are of a residential grade and were installed in 1986, but several of them leak in the building, creating the potential for interior water damage or air quality issues. The window locks are difficult for teachers to access and operate, increasing the risk of windows being left open or unlocked after hours. Replacement parts are not available and many of the integral blinds are no longer functioning, which impacts the ability to control light and glare in the classrooms.
- Exterior Doors: Chronic maintenance and safety concerns exist with the main entry doors due to their heavy weight and worn hardware, resulting in slamming and safety concerns for students. Several door handles to spaces within the building do not meet ADA.
- Partitions & Finishes: interior walls are outdated. The panelized system restricts modifications from being made. The heavy burlap wall covering cannot be easily cleaned, limits flexibility for teacher use, and is rough, especially for young students. Panelized partitions lack effective acoustic separation between classrooms. Significant sound transfer problems exist between the Music classroom, the Admin and other educational spaces due to lack of acoustic partitions and separation. Sound transfer is a problem between the Gym and small spaces used in the basement below as classrooms. Existing wall configuration and space usage has left some educational spaces without windows, leaving students without connection to the outside and natural light.
- Floor and ceiling finishes: carpet is worn past useful life and floor tile is chipped at transitions in doorways, making effective cleaning difficult.
- Fittings: Shelving is deficient, lacking in quantity, in disrepair, and are extremely dated. Signage is not consistently ADA-compliant.
- Plumbing fixtures: are past useful life. Adequate restrooms, drinking water and custodial closets are critical to a well-run school facility. Restrooms must be upgraded and distributed in locations allowing convenient use and meet ADA requirements.
- Elevator: The elevator is not reliable, in spite of repeated service calls and is not sized to serve the needs of the school. The service issues routinely leaves the Main Building routinely with no accessible route to the second floor.
- Domestic Water Distribution, Sanitary Waste: Systems are in use past useful life.
- Rain Water Drainage: heavy rains penetrate upper floor windows and cause basement flooding.
- Heat Generating Systems: WAT Past useful life. If this boiler is lost, the school cannot maintain heat due to a lack of redundancy. The heater and piping is operating past its useful life and will require replacement.
- Distribution Systems: Past useful life and ready for replacement. GSES experiences thermal comfort issues in much of the building due to outdated and underperforming unit ventilators. The mechanical systems installed do not currently provide a minimum level of comfort even though there is adequate zoning controls. The existing elementary school is currently served by unit ventilators with both heating and cooling capacity but they do not control the temperature very well and are noisy which inhibits teaching within the classroom. It is also suspected that the facility air and water systems should be rebalanced to ensure ventilation requirements and pumping efficiency.
- Controls and Instrumentation: The entire controls system is operating past its expected life and requires replacement to direct digital controls (including Boilers, RTUS, and air distribution) to ensure occupant comfort, ventilation requirements, maintainability, and energy efficiency.
- Sprinklers: The Main Building is only partially sprinklered (in the basement), a condition which the State will no longer allow.

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- Electrical Service/Distribution Systems: A portion of the electrical distribution equipment is from the original building construction and is reaching the end of its useful life. There is limited spare breaker capacity within the existing electrical distribution equipment. The lack of an adequate electrical system forces staff to use power strips and extension cords, which creates tripping hazards and violates fire codes in some instances. Multiple code violations have been identified.
- Lighting and branch wiring: Lighting is functional, but inefficient and controls are severely lacking, resulting in spaces that feel dim. The lighting levels in the school are very poor. Spacing of frog eye luminaires for egress lighting is not sufficient to provide code required levels.
- Fixed Furnishings: Fixed shelving and casework are deficient, lacking in quantity, in disrepair, and are extremely dated. Exterior windows have integral blinds, many of which are no longer functioning and parts are not available for repair.

ANNEX BUILDING - Deficiency:

- Exterior Doors: Door hardware is aged and worn, resulting in issues with the keying system requiring frequent maintenance. The main entry to the Annex lacks a handrail and is not ADA-compliant.
- Roof coverings: The existing foam roof has completely failed, as leaks can no longer be located for patching, but just simply drained from the foam itself.
- Partitions & Finishes: Same failing wall and finish system as at the Main Building.
- Floor and ceiling finishes: are worn well past their useful life.
- Fittings: Shelving is deficient, lacking in quantity, in disrepair, and are extremely dated. Signage is not consistently ADA-compliant.
- Plumbing fixtures: are past useful life.
- Domestic Water Distribution, Sanitary Waste, Rain Water Drainage: past useful life.
- Heat Generating Systems, Distribution Systems, Controls & Instrumentation: The Annex is served from the boiler in the Bolitho building, which lacks any redundancy. The Annex Building is served by radiant baseboard heaters and corridors and multiple classrooms within the Annex do not have any outside ventilation, which does not comply with current codes. HVAC equipment operation is not efficient or reliable due to the outdated pneumatic controls.
- Sprinklers: The Annex building lacks a fire sprinkler system.
- Lighting and branch wiring: Lighting is functional, but inefficient and controls are severely lacking, resulting in spaces that feel dim. The lighting levels in the school are very poor. Spacing of frog eye luminaires for egress lighting is not sufficient to provide code required levels. The Annex building does not have egress lighting in the corridors but does have exterior access doors in every classroom. The lighting control within the building does not meet current codes.
- Communication and Security: Public Address (PA) systems are not adequate to meet the current crisis plan, leaving vulnerabilities for teachers and students.
- Fixed Furnishings: Fixed shelving and casework are deficient, lacking in quantity, in disrepair, and are extremely dated. Since the windows were replaced, the Annex lacks any window coverings, resulting in glare issues.

BOLITHO BUILDING - Deficiency:

- Interior Ramps: are not ADA compliant.
- Exterior Walls: there has been water infiltration and chronic efflorescence on the brick.
- Exterior Windows: are original from 1968 and are in disrepair and not thermally broken.
- Exterior Doors: the doors are heavy, the hardware is not ADA compliant, and closures require frequent maintenance.
- Roof covering: The roof is adequate, but the portico over the north courtyard doors is rotting and has plants growing in it.
- Partitions & Finishes: Same failing wall and finish system as at the Main Building and Annex.
- Interior doors: lack windows and create problems for supervision.
- Floor and ceiling finishes: are worn well past their useful life.
- Fittings: Same as Annex, shelving and signage is deficient.
- Plumbing fixtures: are past useful life
- Domestic Water Distribution, Sanitary Waste, Rain Water Drainage: past useful life.
- Heat Generating Systems, Distribution Systems, Controls & Instrumentation: The Bolitho boiler is past its useful life, also serves the Annex, and lacks any redundancy. The Bolitho is served by radiant baseboard heaters. Corridors and multiple classrooms within the Bolitho building does not have any outside ventilation, which does not comply with current codes.

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HVAC equipment operation is not efficient or reliable due to the outdated pneumatic controls.

- Sprinklers: The Bolitho building lacks a fire sprinkler system.
- Lighting and branch wiring: Lighting is functional, but inefficient and controls are severely lacking, resulting in spaces that feel dim. The lighting levels in the school are very poor. Spacing of frog eye luminaires for egress lighting is not sufficient to provide code required levels. The Bolitho does not have egress lighting in the corridors but does have exterior access doors in every classroom. The lighting control within the building does not meet current codes.
- Communication and Security: Public Address (PA) systems are not adequate to meet the current crisis plan, leaving vulnerabilities for teachers and students in the Bolitho Building.
- Other Equipment – Food Service: Nearly all equipment is past the end of its useful life.
- Fixed Furnishings: Fixed shelving and casework are deficient, lacking in quantity, in disrepair, and are extremely dated.

Proposed Solution to Address the Deficiencies Stated Above:

In conjunction with the Facility Master Plan process described in the Deficiency section, a smaller group of school and community stakeholders were brought together to evaluate the design challenges and opportunities specific to GSES by its proximity to the Confluence of the Roaring Fork and Colorado Rivers. The City of Glenwood Springs and others are engaged in a redevelopment plan for that area of the City to add more housing, as well as the possibility for commercial and recreational areas. RFSD has been in communication with the City to evaluate a potential land swap for the mutual benefit of the community and school.

The design sessions brought forth many new ideas and helped a preferred solution be identified, which reflects the following solutions, planned to be implemented in a way to honor the school's place in the community:

The Solution will address the following as related to educational delivery:

- A variety of spaces to serve different purposes and group sizes, and that can be laid out in a variety of ways. Spaces for class groups and students to gather, interact, present and study in a safe, manageable and inviting environment is key to their social development and growth.
- A new Gym and courtyard will accommodate gathering of students and staff, thereby supporting and strengthening school community spirit.
- Appropriate spaces for special education within and outside the learning centers will enable GSES to better meet the students' special physical, sensory, and emotional needs.
- RFSD will be better able to serve its learners with improvement at GSES by reaching them at an early age and providing appropriate facilities.
- Staff collaboration, meeting, and development areas will be provided to meet GSES and RFSD objectives.
- The new facility will provide universal access for staff and students.
- Technology systems are a key tool for learning and in communications among staff, administration, students and parents. Technology system/network access in the school will be distributed throughout the schools and allow for expansion and change.
- Improved, dedicated, and efficient interior storage space, designed for large and small items will be provided.

SITE Solution:

- Roadways – The proposed site plan changes the traffic flow to and around the school by better aligning with the existing street grid and separating buses from play spaces, as well as early childhood education parking, student drop-off, and delivery areas. The new solution will enable rules for safe student drop-off areas to be published and enforced.
- Parking Lots – The parking lots will be completely reconfigured to better provide for accessible and visitor parking.
- Pedestrian Paving – in the proposed solution, primary pathways between classrooms will be interior. Secondary exterior pathways will be new and accessible.
- Site Development: The bus drop-off will be separate from the paved play area. Access to the shared public play field will be more controlled to aid staff supervision. A dedicated Early Childhood Education (ECE) play space will be created adjacent to ECE parking and classroom areas. Utility and service areas will be screened and enclosed so as to not become play or hiding spaces during recess. The design of surfaces, walks, ramps, plantings and drainage systems for a site contributes to user well-being. The school needs a ground plane that assists rain water control, supports maintenance, and applies the concepts of Universal Design as well as meeting ADA requirements.
- Landscaping: New primary pathways on campus will be ADA compliant and designed with safety and maintenance in mind.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Mature trees will be preserved as much as is feasible, new shade trees will be planted where shading will be advantageous to the building and play spaces. Play equipment will be relocated where appropriate, but mostly replaced with modern elements. A supervised and controlled connection from the school to the trail area will be provided, along with bike racks to be positioned to avoid bike and car traffic mixing. With the District-wide Facility Master Plan effort, connections of interior and exterior educational spaces was deemed a priority, including shared gardening opportunities and community spaces.

- Storm Sewer: Complete replacement and expansion of the existing underground storm piping will be done, as well as improved grading and drainage around the site and immediate to the building.
- Site Lighting: Effective egress and site lighting will be added with controllability and maintenance in mind.
- Site Communication and Security: The existing system of cameras and buzzers at doors will be expanded to serve the new, contiguous building, which will enable better control over access for students, visitors, and deliveries. A panic button and electric lock system will be installed to empower staff to react quickly to lock down or lock out situations. A secure Main Entry, with the potential to require visitors to pass through and be monitored by the Administrations will be provided.

MAIN BUILDING Solution – Renovation and Addition:

- Exterior Walls: repairs will be made to the existing brick and flashing where needed, including tuckpointing and joints.
- Exterior Windows: Will be replaced throughout the school with high performance glazing in thermally broken frames and proper flashing.
- Exterior Doors: the main entry doors will be replaced, along with any other exterior doors that require replacement in order for the hardware to coordinate with the security system.
- Partitions & Finishes: new interior finishes will be provided that can contribute to the quality of the learning environment and promote collaborative and creative project work. Rooms will be configured within the existing Main building shell and new addition to optimize access to views and daylighting.
- Floor and ceiling finishes: will be new throughout the renovated Main Building and addition.
- Fittings: Shelving and signage will be replaced consistently throughout the renovation and addition.
- Plumbing Fixtures: Will be replaced with water efficient options and configured in code compliant ways that support the needs of a healthy educational environment.
- Elevator: A new elevator will be provided to serve the renovation and new construction.
- Domestic Water Distribution, Sanitary Waste: systems will be replaced throughout the building.
- Rain Water Drainage: windows and associated flashing will be replaced and grading issues will be corrected.
- Heat Generating Systems: New high efficiency boilers will be provided.
- Distribution Systems: With significant reconfiguration of the existing building, this system will be largely replaced.
- Controls and Instrumentation: The system will be fully replaced to meet new energy codes and District objectives.
- Sprinklers: The rest of the building will be fully sprinklered.
- Electrical Service/Distribution Systems: The system will be upgraded with the renovation.
- Lighting and branch wiring: The lighting system will be fully upgraded. With replacement of the electrical service, the branch wiring would likely also be replaced.
- Other Equipment – Food Service: The new addition will include a new kitchen with nearly all new food service equipment, with the exception of a recently replaced oven and stove that may be relocated from the Bolitho.
- Fixed Furnishings: new shelving and casework will be provided throughout, in quantities appropriate to the school's needs. New room darkening shades separate from the windows will be provided.

ANNEX and BOLITHO Solution: Due to the significant deficiencies in the existing buildings, the Annex and Bolitho Buildings are to be demolished with the proposed solution.

How Urgent is this Project?

As a part of the District-wide Facility Master Plan process described in the Deficiency section, the following items have been recognized as the most urgent needs, identified across the board as a high priority and needing replacement within 2-5 years:

Urgency of this project as related to educational delivery:

- There are currently so many deficiencies, that the existing buildings and site pose unacceptable risks to staff and students, while creating unnecessary barriers to GSES reaching their potential with their Expeditionary Learning program.

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SITE - Urgency:

- Roadways, Parking Lots, and Site Development: Student safety onsite is a major concern for stakeholders at GSES so the traffic issues need to be addressed as soon as possible.
- Pedestrian Paving –Repair and replacement of pathways used frequently throughout the day between buildings is urgent, as the trip hazards pose a danger to students and staff, especially when icy conditions exist.
- Landscaping: The incomplete perimeter fence is highly concerning to the school, with several points of potential entry that cannot be adequately supervised by staff to keep students safe.
- Storm Sewer: As noted with the paving, the icing and trip hazards created by poor drainage need to be addressed immediately. The basement flooding is costly to clean up and enhances concern for the potential of mold growth inside the school as well as indoor air quality concerns, especially for the growing number of students with respiratory issues.
- Site Lighting: As noted with paving and drainage, this is an urgent need, especially since the light fixtures may not be functioning on the shortest, coldest, and iciest days of the year.
- Site Communication and Security: The system needs to be replaced and expanded as well as the entry areas reconfigured as soon as possible in order for the school to meet its current crisis plan.

MAIN BUILDING - Urgency:

- Exterior Walls: Selective repair and maintenance is needed for the building to continue to work well as a school.
- Exterior Windows: Must be replaced.
- Exterior Doors: Require selective replacement.
- Partitions & Finishes: The burlap wall covering cannot be removed without ruining the drywall panels in the system, and the existing panelized partitions cannot be modified to improve the acoustics so the walls must be replaced.
- Floor and ceiling finishes: Requires replacement.
- Fittings: Shelving: Requires replacement.
- Plumbing Fixtures: Requires replacement.
- Elevator: The routine lack of accessibility to the second floor is urgent for the school daily.
- Domestic Water Distribution, Sanitary Waste: the risk of failure and associated costs is a risk to the school.
- Rain Water Drainage: (urgency addressed with the Site).
- Heat Generating Systems: should be replaced as soon as possible, especially since there is no boiler redundancy and the building could be left without heat at any time.
- Distribution Systems, Controls and Instrumentation: This need is urgent, since the lack of thermal comfort and controllability can directly impact students' ability to learn.
- Sprinklers: The combination of a partially non-sprinklered building and several non-accessible areas is a severe safety concern for the school to be addressed as soon as possible.
- Electrical Service/Distribution Systems: The most urgent aspect of this scope is the use of power strips and of extension cords for primary daily use which can pose a safety hazard.
- Lighting and branch wiring: The most urgent aspect is the egress lighting that is not code compliant, next is the insufficient lighting levels, which can make it exacerbate learning difficulties for students with visual impairments.
- Fixed Furnishings: Replacement is urgent as identified for the exterior windows.

ANNEX BUILDING - Urgency:

- Exterior Doors: should be replaced. The current entry prevents ADA compliance, which is urgent because any time GSES has to accommodate a teacher or student in a wheelchair, the classes must be rearranged in the school to avoid use of the Annex.
- Roof coverings: There is an especially critical situation in one classroom where a large tarp is hung from the underside of the roof deck to capture the dripping water, which subsequently has to be drained on a regular basis.
- Partitions & Finishes: Requires replacement for same reasons as Main Building and Bolitho.
- Floor and ceiling finishes: Should be replaced.
- Fittings: New shelving, signage are needed.
- Plumbing fixtures: should be replaced.
- Domestic Water Distribution, Sanitary Waste, Rain Water Drainage: problems due to age are highly likely, so should be replaced.

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- Heat Generating Systems, Distribution Systems, Controls & Instrumentation: All systems should be replaced as soon as possible, especially since there is no boiler redundancy and the building could be left without heat at any time.
- Sprinklers: A fire sprinkler system is recommended to be added.
- Lighting and branch wiring: The lighting and controls should be replaced.
- Communication and Security: With the Annex as a stand-alone building, removed from the Admin area, the system needs to be replaced and expanded as soon as possible in order for the school to meet its current crisis plan.
- Fixed Furnishings: Casework requires replacement and window coverings are needed immediately for the classrooms to function well.

BOLITHO BUILDING - Urgency:

- Interior Ramps: reconstruction is required because the lack of compliance is both a safety and legal exposure for the school.
- Exterior Walls: the walls cannot reasonably be modified to fix water infiltration and require full replacement due to past structural shoring efforts.
- Exterior Windows: cannot be improved without full replacement. The urgency also relates to the problems of the exterior walls and the deficient mechanical system.
- Exterior Doors: need replacement to continue safe use by students.
- Roof covering: The portico requires full replacement as it's a potential safety and health hazard.
- Partitions & Finishes: Requires replacement for same reasons as Annex.
- Interior doors: should be replaced to improve safety and supervision.
- Floor and ceiling finishes: Should be replaced.
- Fittings: Requires replacement for same reasons as Annex.
- Plumbing fixtures: should be replaced.
- Domestic Water Distribution, Sanitary Waste, Rain Water Drainage: problems due to age are highly likely, so should be replaced.
- Heat Generating Systems, Distribution Systems, Controls & Instrumentation: All systems should be replaced as soon as possible, especially since there is no boiler redundancy and the buildings could be left without heat at any time and there is not sufficient ventilation being provided.
- Sprinklers: A fire sprinkler system is recommended to be added.
- Lighting and branch wiring: The lighting and controls should be replaced.
- Communication and Security: With the Bolitho as a stand-alone building, removed from the Admin area, the system needs to be replaced and expanded as soon as possible in order for the school to meet its current crisis plan.
- Other Equipment – Food Service: Nearly all equipment needs replacement to meet current codes and menu requirements.
- Fixed Furnishings: Casework requires replacement.

How Does this Project Conform with the Public School Facility Construction Guidelines?

4.1.1 Sound building structures: The existing Main Building structure at Glenwood Springs Elementary School has been observed to be largely sound, but in need of some maintenance and brick repair in select areas. Care with the detailing and construction of the new connection points for the addition will be critical. The structure for the addition is anticipated to be a concrete slab on grade foundation with structural steel framing, steel studs, continuous insulation, and weather barrier. Exterior cladding anticipated to largely be brick veneer to complement the existing building.

4.1.2 Roofs: The majority of the new roof areas are anticipated to be a low-slope membrane roof system (fully adhered 60-mil EPDM) with insulation on metal deck over open web steel trusses.

4.1.3 Electrical and distribution systems: An energy code compliant electrical distribution system will be provided. Energy performance will be benchmarked and modeled as required by either LEED for Schools or CO-CHPS. Emergency lighting will be compliant with CDFPC 8 CCR1507-30.

4.1.4 Mechanical Systems will be designed to be compliant with code requirements and consistent with ASHRAE standards identified in these guidelines. Further, the existing building systems will be improved and the addition will be compliant with pre-requisites and identified credits in LEED for School or CO-CHPS.

4.1.5 Plumbing: GSES is currently and will continue to be served by the municipal potable water system in Glenwood Springs.

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4.1.6 Fire Management: The existing fire alarm system is to be improved and expanded upon with the new addition. Fire sprinklers will be included in the addition.

4.1.7 Paths of Egress: Project will provide continuous and unobstructed paths of egress as required by code and these Guidelines. Upgraded exterior paths for emergency egress is anticipated.

4.1.8 Facilities with safely managed hazardous materials: The project will follow the AHERA requirements of these guidelines to safely manage any remaining existing materials at GSES. For the renovation and addition, no ACM materials or lead based paint will be specified on the project.

4.1.9 Security: A major driver for the project at GSES is to improve security for all visitors and occupants. The addition provides the opportunity to create a single, secure main entry point for the school, as well as expand upon the current, partial security system that includes cameras and buzzers at key exterior doors. The reconfiguration of the site provides the opportunity to improve the security of the connection to the adjacent Rio Grande Trail recreational path.

4.1.10 Health code standards: The school will continue to be compliant with Department of Public Health Requirements.

4.1.11 Food Preparation equipment and maintenance: The new addition will accommodate the Kitchen and Cafeteria and provide sanitary facilities for the preparation, distribution, and storage of food as required by Colorado Retail Food Establishment Rules and Regulations: 6 CCR 1010-2.

4.1.12 Emergency care room with dedicated bathroom is anticipated to be included in the new proposed administrative area in the addition.

4.1.13 Site with safe separation of pedestrian and vehicular traffic: The reconfiguration of the GSES site provides the opportunity to vastly improve the traffic situation. Buses will have a dedicated drop off zone, no longer on the playground dividing the school from play spaces. An expanded off-street drop-off/pick-up area will greatly reduce congestion around the school, by getting cars off of the very narrow School Street right-of-way. Separate areas for visitor, teacher, and Early Childhood Education will further improve traffic flow parking improve safety of pedestrians. A safer and more observable connection from the Rio Grande Trail to bike racks on the site will encourage students and staff to ride bicycles to campus and invite the community to better access the shared play spaces.

4.1.14 Severe weather preparedness: The school will consider whether to provide designated emergency shelter(s).

4.2 Technology: The proposed addition and renovation at GSES will enable the school to provide needed technology infrastructure and eliminate the extensive exposed cabling and cords throughout the building that currently exist. The improvements will better accommodate computer instruction throughout the building, with high speed wireless, consistently improved projection systems, and interactive instructional tools. A completely new Library Media Center will be better sized to accommodate full classes for instruction.

4.3 Building site requirements:

4.3.1 Occupancy requirements: As an Expeditionary Learning School, the GSES project will seek to meet and/or exceed the minimum occupancy requirements for an elementary school of its size.

4.3.2 Special education and child care: The proposed improvements at GSES will enable the school to provide better and permanent facilities for Early Childhood Education, as well as provide more suitable spaces for special education, compliant with rules and regulations identified in these Guidelines.

4.4 Building performance standards and guidelines for green building and energy efficiency:

4.4.1 High Performance Certification Programs: The requirements are understood of the Office of the State Architect's HPCP and along with criteria specific requirements of the OSA HPCP, will seek certification under either LEED for Schools 2009 or

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CO-CHPS. The 2015 International Energy Code, planned for adoption by the State for schools on April 1, 2015, is expected to further push the performance requirements for school buildings.

4.4.2 Renewable energy strategies: RFSD plans to pursue a grant from CORE (Community Office for Resource Efficiency) to aid in implementing energy use reduction strategies, which could include renewable strategies such as photovoltaic PANELS and geo-exchange.

4.4.3 Energy management plan: The school anticipates developing an energy management plan for the building specific to the new energy efficiency measures provided with this project.

4.4.4 Other energy efficiency options may include:

1. Energy Star labeled HVAC/mechanical systems
2. Fenestration performance characteristics that are optimized based on solar exposure.
3. High performance building envelope with continuous exterior insulation, and interior insulation between framing. Envelope details are proposed to be optimized and reviewed for continuous insulation, air, and weather barriers.
4. Electric lighting is proposed to be either LED or high efficiency fluorescent with dimming controls, daylight level and vacancy/occupancy sensors where required.
5. Commissioning will be pursued in alignment with the LEED or CO-CHPS criteria and the District's objectives.
6. The project will consider measurement and verification in compliance with LEED or CO-CHPS criteria.
7. The project is proposed to utilize water efficient and native vegetation where possible.

4.5 Roaring Fork School District understands that the Main Building at Glenwood Springs Elementary School is older than 50 years and may be subject to the State Register Act in determining if the building has historical significance. In evaluating potential solutions, the District considered other District and community uses for the Main Building. Ultimately, the preferred solution will continue to use as much of the original school as can effectively serve students today.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District completes a comprehensive district-wide facility master plan every 10 years. This information is then combined with CDE facility assessments and district staff recommendations to develop a capital renewal plan. The current plan is in effect through 2017. It will be revised and extended to 2022 upon completion of the current facility master plan process, which has been underway for eight months and is expected to be finalized in April 2015. As with the current plan, the new plan will be revised periodically based on building/equipment inspections, which occur annually at a minimum.

Although the legislature has eliminated the annual minimum funding requirement for the Capital Reserve Capital Projects (CRCP) Fund, RFSD has continued to transfer funds annually. The current capital renewal plan calls for minimum transfers from the General Fund to the CRCP Fund of \$250 per pupil. Some years call for transfers in excess of that amount depending on needs identified in the plan. Transfers to cover large repairs or replacements are typically covered by general fund reserves, which are maintained at strong levels as a result of conservative budget assumptions. For example, during the last 5 years, transfers to the CRCP Fund ranged from a low of \$418 per pupil to a high of \$756 per pupil based on needs identified in the plan including replacement of roofs, boilers, other HVAC components, sidewalks, carpet, telecommunications infrastructure, other equipment, etc. Even at the minimum transfer of \$250 per pupil, the plan far exceeds the minimum transfer required by the BEST program of \$100 per pupil.

RFSD employs 14 maintenance staff, consistent with industry standards based on facility square footage. Maintenance staff are involved in periodic school inspections. All mechanical equipment is inventoried and scheduled for preventative maintenance. The maintenance staff in Glenwood Springs are stretched thin by the many aging systems at GSES from roofs to windows, electrical to plumbing. Modernization and consolidation of the school from five buildings to one will greatly improve our staff's ability to address maintenance issues on a proactive rather than reactive basis. The current capital renewal plan assumes renovation of GSES primarily through external funds (grants and a bond issue). The magnitude of facility issues at GSES cannot be addressed within the District's existing resources. Future capital renewal plans will continue to address the need to replace building systems at periodic intervals. However, ultimate replacement of the facility at the end of its useful life will require resources beyond the District's general operating budget, such as the issuance of general obligation bonds.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

The original building that is home to Glenwood Springs Elementary School was constructed in 1921 and has operated as an educational facility for over 93 years. Known as the Main Building, it is a loadbearing brick structure that was last significantly renovated in 1986. As the school and town population grew, additional buildings were built on the campus. According to the CDE School Assessment report, the Bolitho Building was built in 1968 and received some facility improvements in 1986. The Annex was reportedly built in 1986 and has had no major renovation since. In an effort to relieve overcrowding and provide Early Childhood Education, the site has had temporary/modular buildings serving as classrooms for nearly twenty years.

Glenwood Springs Elementary School (GSES) was slated to receive significant improvements identified in the District's 2003 Facility Master Plan, including demolition of the Bolitho and Annex Buildings, removal of temporary modular buildings, and renovation/addition of the Main Building. Ultimately, there were not funds available in the 2003 bond. The District anticipated a subsequent bond election in 2008 or 2009 which would have included funding for Glenwood Springs Elementary School. Due to the Great Recession, pursuit of a bond wasn't feasible so the planned improvements were further delayed while systems continued deteriorate.

As a result of the existing facility conditions, the proposed solution includes demolition of the Bolitho and Annex Buildings, as well as major renovation and addition to the Main Building and the surrounding grounds in order to address the current and future needs of Glenwood Springs Elementary School students.

Current Grant Request:	\$9,103,056.96	CDE Minimum Match %:	67
Current Applicant Match:	\$18,481,964.14	Actual Match % Provided:	67
Current Project Request:	\$27,585,021.10	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	Yes
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$250.00
Total Project Costs:	\$27,585,021.10	Escalation %	12.3
Affected Sq Ft:	82,202	Historical Adverse Effect?	No
Affected Pupils:	523	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$336	Is a Master Plan Complete?	No
Cost Per Pupil:	\$52,744	Who owns the Facility?	District
Sq Ft Per Pupil:	157	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2015 Bond Election		NA	

District FTE Count:	5,271	Bonded Debt Approved:	
Assessed Valuation:	\$862,225,680	Year(s) Bond Approved:	
PPAV:	\$163,579	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$6,253,705	Year(s) Bond Failed:	
Median Household Income:	\$64,495	Outstanding Bonded Debt:	\$92,314,984
Free Reduced Lunch %:	39.99	Total Bond Capacity:	\$172,445,136

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Existing Bond Mill Levy:	10.179	Bond Capacity Remaining:	\$80,130,152
Five Year Change in Buildings to Current Revenues %:	7.1		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	245.01		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	92.19		
Charter School Capital Construction Funding:	\$0.00		

CITY OF GLENWOOD SPRINGS

CITY MANAGER
101 WEST 8TH STREET
GLENWOOD SPRINGS, COLORADO 81601
PHONE: (970) 384-6408 FAX: (970) 928-0980



March 24, 2015

Capital Construction Assistance Board
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Board Members:

I am pleased to submit this letter in support of the Roaring Fork School District's (RFSD's) Best grant application to rebuild Glenwood Springs Elementary School (GSES).

The site plan submitted with the grant application anticipates a land exchange between the City of Glenwood Springs and the RFSD. Multiple City Councils have fully supported this exchange, which is the result of joint planning efforts for the redevelopment of the confluence area immediately west of the Glenwood Springs downtown corridor. Retention of the School in this location as well as the land exchange was considered as far back as 1999 in the City's adopted Confluence Plan, and subsequent update.

These plans, based on input from hundreds of community members, propose to keep the GSES in its current location, and allow for expansion of uses through the property exchange. This exchange along with redevelopment in the broader confluence area will allow for housing, parks, commercial and civic uses. The land exchange between the City and the RFSD will help facilitate a number of priorities identified during the planning process including improved connectivity and circulation for pedestrians, bikes and motor vehicles.

The community feels strongly that the GSES is an important component of the redevelopment of the confluence area, and an important part of downtown Glenwood Springs. The proposed site plan will better meet the needs of the broader community.

The RFSD has been a great partner with the City when planning for the confluence redevelopment and the City is looking forward to continuing to work with the District on this important project once funds are secured to rebuild the school and redevelop the site.

Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink that reads 'Jeff Hecksel'.

Jeff Hecksel
City Manager

Cc: City Council

• Facilities Impacted by this Grant Application •

Gilpin County RE-1 - PK-12 Safety Upgrades - Gilpin Pre-K-12 - 1978

School Name: Gilpin Pre-K-12

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	108,000
Replacement Value:	\$34,786,245
Condition Budget:	\$10,459,090
Total FCI:	30.07%
Energy Budget:	\$37,800
Suitability Budget:	\$1,510,400
Total RSLI:	17%
Total CFI:	34.5%
Condition Score: (60%)	3.16
Energy Score: (0%)	1.70
Suitability Score: (40%)	4.43
School Score:	3.67



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Applicant Name: GILPIN COUNTY RE-1

County: GILPIN

Project Title: PK-12 Safety Upgrades

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|--|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Emergency/Crisis
Communication System |

General Information About the District / School, and Information About the Affected Facilities:

The first public schools in Gilpin County were established in 1862. On October 26, 1959, Gilpin County School District RE-1 was voted into existence, reorganizing seven districts and one County High School District into one county-wide district. Voters approved the construction of the new school in the spring of 1978.

The new school site was relocated to its present location a few miles north of Black Hawk on Highway 119 in 1978. The one level construction included a library, a multi-purpose room for physical education classes that also included a kitchen for lunch service, and 17 classrooms that served kindergarten through twelfth grade. Two years later as enrollment increased, additional classrooms were constructed at the west end and east end of the 1979 structure. In 1980, the main hallway was extended west and five classrooms were added. And, at the same time, the main hallway was extended east and six classrooms were added on the main level. The mountain terrain enabled the east addition to include a lower level that housed a wood shop, metal shop, and fine arts classrooms. Additionally, a separate gymnasium with bleacher seating to serve as a field house was constructed in 1980 just up the hill from the new school structure. This facility served the needs of the students in the community for the next 20 years.

The late 1990s brought the legalization of limited gaming and gambling to Black Hawk and Central City. A new building was planned and voters approved a bond issue to finance a three story middle/high school building north of the current school that welcomed students to its new classrooms in 2000. This new construction incorporated a waste water treatment plant on the campus along with the construction of a transportation maintenance garage.

The entire school complex has a student enrollment capacity of 600 students in grades pre-school through grade 12. Since 2000, the community has survived through two economic down-turns and the school has operated with declining enrollment for more than 10 years. The last school year (13/14) and current school year (14/15) have seen a slight increase in student enrollment, boasting a current student body of 431 students in grades pre-school through 12.

The district plans many future decades of student use of the current Gilpin County School District RE-1 school facility. Curricular and extracurricular offerings have been varied and many throughout the time since secondary students returned to Gilpin in 1978. At that time wood and metal shop, photography, drafting, art, theatre, and music were prominent courses in student schedules. Football, basketball, track, volleyball, and cheerleading have been popular sports for students to participate in over the past 25 years. The Board of Education has reduced the budget in other areas to keep teachers in place to keep curricular and extracurricular programs in place for students. Art, theatre, music, and physical education were in the curricular offerings while extracurricular programs fielded teams in football, basketball, volleyball, track, baseball, and wrestling. Advanced coursework in English and math are offered at the school or students may concurrently enroll in college courses and take the courses at college or online at Gilpin RE-1. Spanish is offered to both middle school and high school students.

The secondary school has been accredited Performance by the Colorado Department of Education (CDE) since the inception of the current accreditation system. The elementary school was a Performance school for many years, but student achievement has dropped over the past few years. The elementary school was an Improvement school in 2014. Current

BEST FY2015-16 GRANT APPLICATION SUMMARIES

achievement trends indicate the elementary school is moving toward a Performance accreditation rating and that the secondary school continues to increase proficiency levels while increasing student growth. The district is Accredited by CDE.

Deficiencies Associated with this Project:

The superintendent is mid-way through his second year in Gilpin County School and has collaborated with the facility manager, the building principals, and the Board of Education President to develop a draft of a Facility Master Plan. A facility master plan did not previously exist. Community input will be acquired from members of the District Accountability Committee and the Superintendent's Advisory Committee. The current draft plan has been developed to prioritize an order of facility needs by identifying a condition analysis to determine how urgent the need is. The master plan committee identified and prioritized the most urgent staff and student safety and security needs. This process has identified student and staff safety needs that the district wants to address immediately. The findings through this process have identified all needs that can be addressed either on a short term or long term implementation timeline. Student and staff safety and security has been prioritized for immediate action by the Facility Master Plan Committee.

Gilpin School County School District RE-1 is pursuing a BEST Grant to address and resolve issues that are identified as safety and security concerns for students and staff on the campus:

1. Replace and upgrade the windows on the 1978 original construction and the 1980 addition.
2. Replace and upgrade the emergency communication system to facilitate the Emergency Management Plan with timely and immediate responses to student and staff need during an emergency event.
3. Install safety film on all ground level windows, glass doors, and doors with glass panes.

Our first student and staff safety and security priority is to replace and upgrade the windows on the 1978 original construction and the 1980 addition. The window upgrade is required due to a number of windows that do not open properly or not at all. The original windows are casement style with hand cranks to open and close windows. When fully functioning, the windows that open create a 12 inch opening which is inadequate for student and staff emergency egress. A number of windows either do not open fully, leaving an emergency opening less than 12 inches, do not open at all, have blinds sandwiched between two panes of glass that do not function, causing the blinds to be permanently closed or opened, and have hand cranks that are broken or non-existent. Also, there are six elementary classrooms in the 1980 addition that do not have exterior doors for emergency exit in an event and the current windows do not provide adequate egress for students and staff during an emergency.

Our second safety and security priority for students and staff is to have an emergency communications network in place to facilitate our Emergency Management Plan when an event occurs. The SRO and key school personnel already have an internal system of emergency communication that includes hand-held walkie-talkies. Gilpin County School District currently uses a two-way VHF radio band for internal daily and emergency communications. A separate two-way UHF communications system is used for bus transportation. The school resource officer (SRO) is a Gilpin County Sheriff's Deputy. The deputy uses a school VHF radio for internal communications within the school. There are numerous "dead spots" throughout the building that causes the school VHF walkie-talkie communication to be grabbed, incoherent, or non-existent. Moreover, the building provides a physical barrier for the SRO to be able to communicate outside of the school buildings walls to contact first-responders with his Sheriff's walkie-talkie radio.

The deputy cannot communicate with the Sheriff's dispatch office because his Sheriff's radio does not have service within the school building. Emergency personnel operate on frequencies that are controlled, limited, and not available to schools. The school's comparatively simple radio systems are unable to directly communicate with the complex and secure radio systems used by public safety first-responders. In addition, the basic radio systems at schools are frequently unable to communicate within the wide area needed for transportation and security radio systems. The availability of instant communication between the SRO and first-responders at the on-set, during, and after an emergency event at school is invaluable. Additionally, the ability for designated school personnel to communicate directly with the SRO and with other first-responders when an emergency event occurs at school is equally invaluable. School personnel's inconsistent walkie-talkie communication with each other and the SRO in conjunction with the SRO not being able to establish walkie-talkie communication with other Sheriff's Deputies and other first-responders is a monumental security breach in an emergency crisis event.

Our third student and staff safety and security priority is to install a safety film on all ground level windows, glass doors, and doors with glass panes on the 1978 original construction, 1980 addition, and the 2000 new building construction. The replacement windows for the 1978 original construction and 1980 addition will have the safety film applied during the manufacturing process. The existing windows on the 2000 new building will have the safety film applied to the existing ground level windows and doors. Although the BEST Grant will not fund safety film, the third priority is noted here as a point

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of information for the BEST Grant Board. The Board of Education and the district is committed to student and staff security and safety by installing safety film on all ground level glass. The potential for ground level access exists in all areas of the building as there are more than 100 windows, 26 full glass doors, and 19 doors with window panes just above the panic bars. Each pane of glass represents a potential security breach and a way for an intruder(s) to gain immediate access to students and staff.

Proposed Solution to Address the Deficiencies Stated Above:

Our first student and staff safety and security priority is to replace and upgrade the windows on the 1978 original construction and the 1980 addition. The window replacements will be aluminum "store front" frame design for both the interior and exterior facing. The aluminum frame will require minimal to no maintenance, except the occasionally cleaning of the interior and exterior frame and glass. Additionally, each replacement set of windows in each classroom will have at least one window sized for form and function as an emergency exit for students and staff. Because six classrooms do not have exterior exit doors in the classroom, exit windows will be installed. And, for design consistency, each classroom in the window upgrade sections will have at least one window installed that may function as an emergency exit for students and staff.

Our second safety and security priority for students and staff is to have an emergency communications network in place to facilitate our Emergency Management Plan when an event occurs. Immediate communication with first-responders is imperative and critical for student safety. The geographic location of Gilpin County School is one of isolation along a two-lane state highway and surrounded by a national forest. Immediate communication with first-responders is imperative and critical for student safety.

The emergency communication system sought will provide two valuable benefits to communications during an emergency. One, our internal communications between school personnel and the SRO will improve as coverage within the building will improve and the range will increase. The internal system upgrade will allow school personnel on-site to communicate with transportation vehicles during normal operations and during an emergency event. The system we seek will provide internal radio hardware at the school site to serve as a base to eliminate the radio signal problems inside the school and boost the radio signal that goes out to first-responders. The upgrade system will have compatible handheld walkie-talkies for designated staff members.

Second, the system sought will allow the SRO and school personnel to communicate with first-responders directly when they are on their way to the school, and, once first-responders are in the building, they will be able to communicate with the SRO, school personnel, and with all other first-responders. This system has a dedicated school communications channel with each school personnel walkie-talkie that can be switched on by the Gilpin County Sheriff's dispatch and enable school personnel to speak directly to all deputies, fire, and ambulance first-responders. All communication will be enhanced so student safety and need can be addressed as timely as possible. The need to have one system for on-site, transportation, and off-site first-responders is critical for communications to ensure student safety during an event.

Our third student and staff safety and security priority is to install a safety film on all ground level windows, glass doors, and doors with glass panes. The safety film will be manufactured on the window panes on the replacement windows on the 1978 original construction and 1980 addition. The safety film will be applied to all ground floor windows and glass doors in the 2000 new building construction. The purpose of the safety film is to keep the glass from shattering, to form a bond between the glass and the film, to either slow the process of an intruder(s) entering the school building by at least five minutes, or to deter the intruder(s) from entering the school building through glass windows or doors at all. During the delay that the film will cause to keep the glass from breaking out of the pane, school personnel can initiate a lock down to safeguard students and staff and have time to call for help. Additionally, the safety film creates a time delay so the SRO can move to the door or window safety breach to neutralize the intruder(s).

How Urgent is this Project?

It is important to note that the 1978 original construction, the 1980 addition, and the 2000 new building construction were planned and built before school personnel knew of or realized the implications of the Columbine tragedy and the impact of other student and staff injury and loss of life at school since 1999. The vulnerability of students and staff safety when at school, and the correlation of the physical aspects of school initial construction and subsequent building renovation to increase student safety are concerns that need to be addressed and monitored. Although the Board of Education pursued and provided funding for a Gilpin County Deputy to be on-site to serve as a school resource officer and installed emergency buttons that send a direct communication to all Gilpin County Deputies that help is needed at the school, the physical plant has numerous windows and glass doors at ground level that can be easily broken, enabling an intruder(s) instantaneous

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entrance to the school and access to staff and students.

Additionally, the school site is isolated from any area of population, surrounded by the national forest, along a two-lane state highway in a similar geographic location as Platte Canyon High School where an individual in a vehicle was passing by the school and chose to enter the school and do harm by holding six female students hostage, killing one of the six students. Due to the vulnerability of the Gilpin school site and the easy access an intruder(s) could have through numerous ground level windows and glass doors, there is an urgent need for safety film to be applied to the aforementioned ground level windows and doors to delay or deter an intruder(s) to the school from breaking the glass and gaining entry to staff and students. Our first student and staff safety and security priority is to replace and upgrade the windows on the 1978 original construction and the 1980 addition.

There are over 100 windows accessible from ground level, six double common area/hallway entry and 12 single classroom exterior, and three single emergency stairwell exit all-glass doors located throughout the school building. Each ground level window represents a potential security breach that can be readily compromised, allowing an intruder(s) immediate access to students and staff. The potential for an intruder(s) to gain immediate access to students and staff makes the school building unsafe and unsecure. When a perpetrator chooses an unoccupied classroom, or uninhabited hallway, he/she can be through the glass and in the school within seconds, inflicting injury or causing death to students.

In each classroom set of replacement windows there will be at least one window opening large enough to handle a class of students being able to use that window to exit readily in an emergency in the instance that the hallway or exterior door is blocked or non-functioning. Additionally, there is an urgent need to have an exterior window exit in the six classrooms that do not have an exterior door for emergency egress purposes so student and staff have a second way out of the classroom if they are unable to use the hallway exit.

Our second safety and security priority for students and staff is to have an emergency communications network in place to facilitate our Emergency Management Plan when an event occurs.

It is so very unfortunate that a safety and security breach at a school has been framed away from “if an event occurs” and founded in the reality of “when an event occurs.” And, because we wait for “when” we must do everything possible to be proactive and create and maintain the safest school environment. The Gilpin Board of Education has funded measures to proactively address student and staff safety. The Board has appropriated funds for a SRO to be on-site and for emergency buttons to be located at four stations in the school. When pressed, these buttons will send out a radio call to summon all Sheriff’s Deputies in the county that help is needed at the school. However, these buttons provide passive communication with first-responders and have limited use if an individual is not able to get to the button to press it and summon help. The school has an urgent need to provide an emergency communications system that will get help to students and staff from both internal personnel and external first-responders in an immediate and timely manner. The Colorado legislature has generated laws that require Colorado schools to follow the National Incident Management System (NIMS) protocols for school crisis management and planning along with the expectation that schools can communicate with first-responders via two-way radios during an emergency event (Colorado Senate Bills 08-181 and 11-173). The current communications system in the school and the external communication with first-responders does not function optimally and will delay response time and timely communication to provide the needed aid for students and staff. By having a replacement and upgraded internal communications system in place, our SRO and the pre-designated crisis team of school personnel can be in constant communication to identify the security breach, focus on a timely remedy to that security breach, and be in constant communication with first-responders so student and staff injury or death can be minimized.

Our third student and staff safety and security priority is to install a safety film on all ground level windows, glass doors, and doors with glass panes on the 1978 original construction, 1980 addition, and the 2000 new building construction.

The school site is isolated. There are over 100 windows accessible from ground level, six double common area/hallway entry and 12 single classroom exterior, and three single emergency stairwell exit all-glass doors located throughout the school building. Each ground level window represents a potential security breach that can be readily compromised, allowing an intruder(s) immediate access to students and staff. The potential for an intruder(s) to gain immediate access to students and staff makes the school building unsafe and unsecure. When a perpetrator chooses an unoccupied classroom, or uninhabited hallway, he/she can be through the glass and in the school within seconds, inflicting injury or causing death to students.

There is an urgent need to delay or deter an intruder(s) from entering the school building and classroom. An intruder(s) would have access to students and staff within seconds to cause harm or death. The safety film will provide a time delay of five minutes to allow the SRO to contact the intruder(s) and first-responders additional time to travel to the school to minimize student and staff injury and death.

In summary, replacement windows for the 1978 original construction and the 1980 addition will provide students and staff

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with functional windows and at least one window in every classroom will have a window egress in an emergency event when interior or exterior doors are blocked or inaccessible. Having a clear and consistent communication method internally as well as being able to communicate externally with first-responders will ensure help is on the way and to ensure that student and staff injury and death are minimized or eradicated. The easily accessible ground level windows and glass doors must be reinforced with safety film to slow down or deter an intruder(s) from entering the school building and doing harm or causing the death of students and staff. These identified needs have created a student and staff safety and security concern at Gilpin County School District RE-1 and warrant an immediate remedy.

We want students to be focused on learning and staff to be focused on teaching them what students need to know and be able to do at each grade level with the comfort and peace of mind that everyone in the school is secure and safe. This grant application is a proactive action to eliminate the potential safety and security concerns at Gilpin County School District RE-1.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The proposed project conforms to the Guidelines that apply to the replacement and renovation school safety project in this BEST Grant Application. Although not inclusive, a summary of how the proposed project improves conditions within the existing facility and conforms to the Capital Construction Assistance Public School Facility Construction Guidelines. What follows references with parenthesis () and corresponds to specific sections of the Capital Construction Assistance Public School Facility Construction Guidelines-1CCR 303(1):

4.1.7 Paths of egress. A continuous and unobstructed path of egress from any point in the school that provides accessible routes to an area of refuge, a horizontal exit, or public way. A facility code analysis shall be conducted to determine all code requirements.

4.1.9 Security. The degree of resistance to, or protection from, harm. It applies to any vulnerable and valuable asset; such as a person, building or dwelling. Security provides "a form of protection where a separation is created between the assets and the threat." These separations are generically called "controls," and sometimes include changes to the asset or the threat. These separations and degrees of resistance can be achieved through several models and techniques.

4.1.9.2.1.3 - Doors should be constructed of steel, aluminum alloy, or solid-core hardwood. If necessary, glass doors should be fully framed and equipped with burglar-resistant tempered glass. Translucent glass should be avoided in all cases.

4.1.9.5 - Event alerting and notification (EAN) system. An EAN system that utilizes an intercom / phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications, and communication with local fire, police, and medical agencies during emergency situations.

4.2.8 Bi-Directional Amplification (BDA). Signal boosters that enhance in-building signals across a range of frequencies.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The aluminum "store front" windows frames require periodic cleaning of the interior and exterior surface, but will require minimal other maintenance due to the anodized finish. The aluminum frames will not deteriorate. The only anticipated maintenance cost will be window pane replacement due to damaged or broken panes which is already included each year in the facility maintenance line item of the general fund budget.

The emergency communication system will require yearly licensing fees for radio frequency use and computer software. Replacement costs will be incurred for hardware equipment and will be replaced on a revolving cycle that will be included each year in the technology maintenance line item of the general fund budget.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

NA

Current Grant Request:	\$30,736.64	CDE Minimum Match %:	78
Current Applicant Match:	\$108,975.36	Actual Match % Provided:	78
Current Project Request:	\$139,712.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No

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Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$139,712.00	Escalation %	0
Affected Sq Ft:	180,000	Historical Adverse Effect?	No
Affected Pupils:	398	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$1	Is a Master Plan Complete?	No
Cost Per Pupil:	\$351	Who owns the Facility?	District
Sq Ft Per Pupil:	452	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
Capital Reserve Fund and a grant from the Gilpin County Sheriff's Department	NA		

District FTE Count:	388	Bonded Debt Approved:	
Assessed Valuation:	\$291,938,995	Year(s) Bond Approved:	
PPAV:	\$753,391	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$2,729,418	Year(s) Bond Failed:	
Median Household Income:	\$66,667	Outstanding Bonded Debt:	\$3,400,000
Free Reduced Lunch %:	28.95	Total Bond Capacity:	\$58,387,799
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$54,987,799
Five Year Change in Buildings to Current Revenues %:	2.12		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	414.76		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	95.29		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

West Grand 1-JT - HS Safety Upgrades - West Grand HS - 1976

School Name: West Grand HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	92,181
Replacement Value:	\$29,149,778
Condition Budget:	\$13,043,599
Total FCI:	44.75%
Energy Budget:	\$32,263
Suitability Budget:	\$648,100
Total RSLI:	24%
Total CFI:	47.1%
Condition Score: (60%)	3.26
Energy Score: (0%)	1.46
Suitability Score: (40%)	4.63
School Score:	3.81



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Applicant Name: WEST GRAND 1-JT

County: GRAND

Project Title: HS Safety Upgrades

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|--|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Replacement of exterior doors at the High School |

General Information About the District / School, and Information About the Affected Facilities:

The West Grand School District is a small rural school system of 422 students in grades kindergarten through twelve. We are located approximately 100 miles northwest of Denver, nestled in a quiet valley of the Rocky Mountains between Winter Park, Steamboat Springs and Silverthorne. The West Grand School District can trace its history back to a one-room school house in 1880 when Walker McQueary was elected to the office of Grand County Superintendent of Schools. Currently we have two primary school facilities which serve as our K-8 school and high school buildings. We are fully accredited by the State of Colorado and meet all academic standards as prescribed by the federal government. The School District currently provides a wide range of education, social and extra-curricular opportunities for our students and community. We have a gifted program, on-line education, dual credit classes, strong technology programming, academic competitions, coordinated school health interventions, a wide range of fine arts programming, and athletic competitions. We have enjoyed many accomplishments throughout the last several years which have included increases in student academic performance, community park on school campus, a walking track, and exercise path, a memorial for our veterans, the Kremmling Cultural Arts Center and the passage of a 2005 bond initiative to build our K-8 School. Although we have experienced a decrease in student enrollment, which has negatively impacted state funding, our financial status is relatively strong. We have been able to make the necessary programming changes to meet our budget projections each year and our enrollment seems to have stabilized. The school district is governed by seven member Board of Education and the superintendent of schools is the chief executive officer. The school district relies on county and state taxes for its primary revenue source. The school district will always rely on these entities for its primary source of financial income.

Deficiencies Associated with this Project:

The safety and security deficiencies for West Grand High School are focused around the four entryway door systems and the surveillance systems that are currently in place. The entryway door systems are original, have been in place for 38 years, and no longer provide adequate security based on the CDE construction guidelines. First the doors are a full pane non-security glass that could provide access through without much hindrance to a violent intruder. Secondly the mullion (center locking post) which has seen so much wear and is not constructed to today's standards has become weak. A strong pull on the door can force entry into the school. The doors hardware also does not meet standards with non-flush panic devices that could be chained from the inside, overused and weak closers that no longer have covers, and locking trim that has been overly compensated to try to keep up with the security of the building they are near failure. Beyond the physical attributes of these entryway systems, other security problems can not be controlled with the current configuration. These doorways have no access control technology. A stand alone system had been installed in 2008 but no longer functions. Furthermore, the main entryway which is used for all student and visitor entry has to remain unlocked during the school day to admit visitors and students. With no direct line of sight from the main office to the door a violent intruder could easily come through into the building. These entryway systems meet to many criteria of deficiency and must be replaced.

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The surveillance system that is in place in outdated and does not meet CDE construction guidelines. The system is an analog system with 16 cameras mainly focused on corridors and entrances. The cameras themselves have such low quality picture that it is hard to identify the subject. Also, the system has a one user interface and virtually no storage for looking back at an incident. Many of the cameras have been vandalized and no longer stay in place.

The cause for looking into a BEST grant is due to the scope of replacing and updating all these fixtures at the High School. Small parts for these systems from time to time do not cause a financial burden but to replace all of them at one time in order to integrate access control, site security, surveillance, and an integrated multi-user interface for these systems causes need for capital assistance.

Proposed Solution to Address the Deficiencies Stated Above:

The solution to the safety and security deficiencies for West Grand High School are to install new entryway systems and new security/surveillance systems. The four new entryway systems will include new frames and doors. The frames are to be constructed of high quality steel. The doors (14 total) will be heavy gauge hollow metal doors with burglar-resistant tempered glass. The panic egress bars will be flush mounted to the reinforcement panel between the burglar resistant tempered glass. Keyed mullions constructed of heavy duty steel, new closers, and hinges with non-removable pins will all be included to follow CDE construction guidelines. All four entryways will be IP PoE access control doors with programming to allow for HID proximity cards. The main entrance will utilize a video entrance system to authenticate visitors. These updated entryways will bring the security level of the High School out of deficiency and provide a safe environment for students and staff.

The surveillance system that is to be installed is all IP PoE based infrastructure with high definition IP cameras. The system will incorporate video management software that can be integrated into first responder alert notification system. Multiple styles of cameras will be used to capture the appropriate angle of view and will be tamper proof in design. The system will use a centralized video server to view many cameras at the same time and recording of up to 15TB of storage. The system will also be multi-user capable as to allow for remote qualified access to the system.

The surveillance system and access control system will be integrated to allow for ease of use and timely recognition of threats. These infrastructural upgrades will enhance safety and security within West Grand High School and promote school safety and security.

How Urgent is this Project?

The urgency for this project completion is fast approaching in order to follow the safety and security plan guidelines the District will be adopting for school year 2015/2016. The security plan will require the use of video entrance monitoring system which we currently do not have the infrastructure for. The weak mullion which allows forced entry into the school is already beyond failure and cannot be rectified without proper installation of frames and thresholds. The non-flush egress devices fail to meet CDE construction guidelines. All of these failures must be addressed. The surveillance system will reach failure within 1-2 years do to the usage and storage factors currently limiting the system. The timeframe to correct the deficiencies listed is June and July 2015 to provide a safe and secure environment for the students and staff starting school in August 2015.

How Does this Project Conform with the Public School Facility Construction Guidelines?

This project is in conformity with the Public School Construction Guidelines. Specific ways that we will meeting those guidelines is limiting normal entrance to one entryway and furnishing all doors with locking panic bars that are flush mounted. All doors will be constructed of 16 gauge steel and designed to be insulated both in the hollow metal and the glass. These doors will be "Access Control Doors" in which we can limit access in a security event and also operate as automated access to clearly defined staff with the use of HID proximity cards. Also to be installed is the use of Video Entrance Systems enabling the monitoring of incoming visitors from a safe location. This system will use IP technology and have the ability to allow screening from multiple locations. These entryway systems will provide much enhanced security and functionality to the school.

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The Video Management Systems will also conform with the construction guidelines and utilize IP technology and PoE as to maximize quality and useability. A variety of IP cameras will be used to in order to ensure a high quality of depth and width of coverage of the school. Power over Ethernet cabling will be used to all cameras. A network video recorder server will be implemented to provide system access. High end software to help with motion activation and other security needs.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The entryway systems will be maintained through normal maintenance checks. The hardware will be serviced frequently to ensure proper operation and general fund maintenance budgeting will account for any needed parts for hardware. The doors will have a 30 year service life and will not need replacement until 2045. A five year capital fiscal plan will account for any access control upgrades that will be needed as software and access control needs change over time.

Surveillance system upgrades will be budgeted for using the five year capital fiscal plan. Regular system checks and server maintenance will be performed by the schools IT department. Regular maintenance of the system will be performed to ensure proper functionality.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

The West Grand High School was built in 1977. In the past 38 years the doors at the high school have held up well to degradation but the fatigues of time are taking their toll. The 30 year service life expired in 2007 along with the safety and security that is becoming the standard in our schools. The doors are out of date and the exit devices do not conform to Americans with Disabilities Act (ADA). There are door closers that are no longer manufactured and almost impossible to get replacement parts. Only a few doors have been retrofitted with dual pane insulated glass to ensure energy efficiency of the doors. These doors have been retrofitted with an access control hardware that no longer functions properly. The centering mullion (post that keeps opposing doors locked) has been fatigued to where forced entry is becoming easier and easier.

Current Grant Request:	\$92,027.65	CDE Minimum Match %:	62
Current Applicant Match:	\$75,295.35	Actual Match % Provided:	45
Current Project Request:	\$167,323.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$474.00
Total Project Costs:	\$167,323.00	Escalation %	0
Affected Sq Ft:	92,181	Historical Adverse Effect?	No
Affected Pupils:	113	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$2	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,481	Who owns the Facility?	District
Sq Ft Per Pupil:	816	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		NA	

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District FTE Count:	409	Bonded Debt Approved:	\$11,500,000
Assessed Valuation:	\$183,316,560	Year(s) Bond Approved:	06
PPAV:	\$448,207	Bonded Debt Failed:	\$13,100,000
Unreserved Gen. Fund FY12-13:	\$1,715,910	Year(s) Bond Failed:	05
Median Household Income:	\$59,504	Outstanding Bonded Debt:	\$9,985,000
Free Reduced Lunch %:	35.23	Total Bond Capacity:	\$36,663,312
Existing Bond Mill Levy:	4.369	Bond Capacity Remaining:	\$26,678,312
Five Year Change in Buildings to Current Revenues %:	16.89		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	320.33		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	99.13		
Charter School Capital Construction Funding:	\$0.00		

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

We are asking for a reduction of the matching contribution to fund our safety issues at our high school building. West Grand School District would be more than willing to provide the 62% matching funds to make our facilities safer for students if funds were available. The district is in dire need of improving our overall situation because the safety issues at the high school and poor technology hardware throughout the district. Even though there is such a need for the stated areas of concern, they will have to remain as is because of financial restraints that exists just to operate the district fiscally sound. As each of you are aware of the financial difficulties that face all school districts throughout the state it is impossible for us to provide the 62% matching funds to pay for this project. West Grand School District will be pleased to give all capital reserve funds that are specified for this project toward our matching portion, which is \$45,295.35 and the Mountain Parks Electric Grant of \$30,000. The declining enrollment, which leads to declining revenue, puts a hardship on the district to survive and at the same time try to provide a quality education for our students. Keeping our fund balance is the only hope is continuing to operate fiscally sound in the future. Health benefits for our employees continue to spiral out of control, as well as the other costs just to keep the school up and running. This is our attempt to keep up with school safety and all the many projects that entails. To replace the doors and install other safety equipment on a school that is 38 years old is a priority for our district. We are asking the committee members to seriously consider this hardship letter regarding the matching portion of this project.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

As stated above, we are trying to upgrade our safety at the high school. By complying with the match, we may not be able to implement all the safety components that we are wanting to do to bring us into the 21st century world of school safety.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

We were able to secure monies from a local utility provider for a portion of our matching funds.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

West Grand School District encompasses 3 counties. While most of our district sits in Grand County, we also have our boundaries stretch into Eagle and Summit counties. This drives up our Assessed Valuation to \$183,000,000 and put that with our number of students makes our Per Pupil Assessed Valuation soar to around \$450,000.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

This number is skewed due to number of extremely wealthy people that live in our school district. These millionaires, and even billionaires make this number unreliable when factored over the entire population of our district's residents.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

In the fall of 2013, our F/R lunch rate was 35.23%, which was about 13% lower than the state average. The fall of 2014, our rate went up to 47%.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

We have had two Bond Elections in the last 10 years. We had a failure in 2005 and a successful election in 2006. Right now, the political climate in our school district would not make it feasible to try for another election.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

It is very likely that both the Hospital District and new Recreation District will both go to the voters for money in November 2015. With the political landscape of our county and the slow recovery from the recession, we don't feel like a mill levy override is even an option at this time.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Our bond capacity is \$26 million that is available, but we would not even go for a bond for the amount of our grant. Factor that in with our Assessed Valuation numbers being skewed, we would not be seeking a bond for this amount. We would like to have our match be around the 45% range instead of 62% that it is now. That would mean that we could spend that 17% (approx. \$26,000) on other capital improvement items in transportation, technology and maintenance. One entity, in our taxing district, the Henderson Mill/Mine makes up 62% of our total Assessed Valuation, which in turn drives up our total.

10. The school district's unreserved fund balance as it relates to their overall budget.

Our unreserved fund balance is \$1,872,909 for FY2013-14. The school board has tried to keep our unreserved fund balance around that amount due to the unknown each year with the "negative factor" and funding in general. The school board has felt that this amount in the reserves, given the unknowns of the school finance puzzle each year, is appropriate in our situation.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.



KREMMLING POLICE DEPARTMENT

Scott E. Spade, Chief of Police

1318 Park Avenue/P.O. Box 647, Kremmling, CO 80459

970-724-3318 phone/fax

970-724-3528 fax



February 20, 2015

Michael Page
Superintendent of Schools
West Grand School District
Kremmling, CO

Mr. Page,

Thank you for giving me the opportunity to support your effort in upgrading the security systems in the West Grand High School. As we all know, the high school is the hub of most any social, athletic or other important events that take place in Kremmling. These activities bring local citizens and visitors alike into different areas of the school at different times. As the Chief of Police I have always recognized my responsibility to the public safety and have utilized every tool at my disposal to protect it. I would certainly regard any and all increased security measures in this facility as a very valuable tool in protecting lives and property.

Again, thank you very much for your efforts.

Respectfully,

Scott E. Spade
Chief of Police
Town of Kremmling

- Facilities Impacted by this Grant Application •

Mountain Phoenix Community School - ES/MS - Safety & Security Upgrades - 1900

No Statewide Facility Assessment Information Available



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: Mountain Phoenix Community School

County: JEFFERSON

Project Title: ES/MS - Safety & Security Upgrades

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|--|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Low volt systems for campus safety communications |

General Information About the District / School, and Information About the Affected Facilities:

Mountain Phoenix Community School (MPCS) is a Jefferson County public charter school offering an educational program inspired by the methods of Waldorf education, to Pre-K-8th grade students. Our curriculum is comprehensive in scope and artistic in nature. Its academic components are aligned to state standards and framed within an artistic, creative and imaginative context. MPCS is dedicated to preparing students for life through a curriculum rich in background knowledge, development of the imagination that will lead to higher level thinking, active learning and meaningful, integrated projects also experiential approaches; seeking mastery of skills in alignment with core standards. MPCS's mission is to provide an arts-based, developmentally appropriate education that nurtures the whole child: Head, Heart and Hand.

The school is located in a campus setting in Wheat Ridge that consists of separate buildings for: Early Childhood Education, Elementary School, Middle School, Administration, Performance Hall, Maintenance and Support, and an Outdoor amphitheater. This unique setting is complementary to Waldorf education methodology. MPCS purchased this campus in 2011 and has begun work to improve the educational setting by constructing a new Middle School building in 2012. Future plans include replacement of modular classrooms, and ongoing renovations to the site to increase outdoor learning opportunities. Due to the purchase and ideal setting for our educational program, MPCS's long term plan is to remain at this location.

As MPCS has developed the campus, the concern for increasing the overall security of the campus has increased among staff and parents. The MPCS campus is located along the frontage road of Interstate 70, just one block west of Kipling Street, sometimes called the "homeless corridor". There is a public park across the street from the campus and several discount hotel operators along the I-70 Frontage Road to the campus. While all visitors are required to sign in at the Administration building and wear a badge/sticker, the campus currently has limited fencing and no security gates around the property, a very limited camera security and cross campus communication system. Further information is described in detail in the BEST Safety and Security Supplemental Questionnaire and the Deficiency / Solution / Urgency section below.

Deficiencies Associated with this Project:

1. Perimeter campus fencing and security gates are incomplete, in disrepair, or inadequate to provide a secure campus setting. A large section of fence that defines the campus boundary on the south, actually belongs to the adjacent condominium complex and is therefore its maintenance and security is not in control of the school. From all main entry points on the north and east side of the campus, any visitor may walk, unrestricted, onto the campus grounds. Collectively this poses multiple security risks to the school in controlling who enters and leaves the campus grounds.
2. The playground at the southeast corner of the campus, while fenced, offers a full view of the young students and staff

BEST FY2015-16 GRANT APPLICATION SUMMARIES

from the public park across the street. This poses a security risk for the pre-K students in the playground.

3. The monitoring station for the video security system is not located in a convenient location in the Administration Building. This poses a security risk as staff is not able to regularly monitor who is coming on to and leaving the campus.
4. For the entire campus, there are only 4 security cameras located on only the east side of the campus. This poses a security risk as entry points on the north side of the campus, and at the Middle School on the northwest corner of campus are not monitored.
5. There are no sensors located on main entry and exit doors on the various buildings around campus in order to identify if a door has been opened, or if they are fully closed. This poses a security risk as staff is not able to monitor doors and some doors have not been fully closed at the end of the day.
6. There is no method to communicate (such as a campus-wide paging or intercom system) with the staff and/or students within the buildings to notify them of an emergency situation or provide direction as required during a crisis, security, or disaster event that may require some type of action by the people on campus. This is a significant safety and security issue for the campus.
7. Building fire alarms are not clearly audible while on campus during outdoor activities. During non-emergency events this can confusion for all people regarding the status level of emergencies, false alarms, or drills.
8. There is no method to electronically lock and remotely release the main entrance to the campus at the administrative building. Therefore the door is left unlocked at all times and this poses a security risk to the staff in the administration building.

Proposed Solution to Address the Deficiencies Stated Above:

1. New steel perimeter security fencing is proposed around the campus to fill in gaps, replace temporary chain link fence that was installed as stop-gap measure, and replace areas where the iron fence has been deteriorated. Fencing will 6'-0" +/- above grade. It is anticipated that fence will be constructed of ½" sq. tube steel vertical "pickets" spaced 4" on center. The pickets will be attached to at a minimum two 1" square steel horizontal rails. The rails will be mounted to 2 ½" square posts spaced 6'-0" +/- on center which are mounted in 36" deep concrete piers. All metal fencing is proposed to be galvanized and powder coated. Final design and spacing will be confirmed by a structural engineer. Pedestrian gates as needed will be 3'-0" wide and constructed of the same material as the fence. Hinges will be non-lift off type forged steel that permit 180 degree opening. Latches will be a fork type with a padlock eye. All remaining existing fence elements will be painted in the field to match.
2. Security screening at the southeast playground is proposed as prefabricated metal panels that will be either be welded or bolted to the existing metal fence. The security screen will be 4'-0" +/- above grade and provide an approximate 50% level of visual screening. The exact screen will be tested at the time of the project based on aesthetic concerns of the school and neighborhood as well as visual tests from both inside the playground and from the park across the street.
3. A new security surveillance system will be provided which will be network based and allow for monitoring from any computer connected to the network. It will also support monitoring from mobile devices that are attached to the wireless network on campus. This will also allow staff members in various locations throughout the campus to view any security camera and monitor who is coming onto and leaving the campus. It will also allow the staff to monitor the various activities of people on campus. The basis of design for the surveillance system will be the "Camera Station" surveillance system manufactured by Axis Communications (software and new computer).
4. New network based cameras will be installed throughout the exterior of the campus on various buildings to monitor all entry/exit points and other hidden locations on campus. Additionally, an interior camera will be located to view the main entrance at the administration building. Approximately 24-30 new cameras will be installed on the campus. The basis of design for the cameras will be the Axis P3367-VE (wide angle, weather-proof, vandal-resistant, fixed dome, H.264 and Motion JPEG, HDTV 1080p / 5-megapixel, Power over Ethernet security camera). Each camera will require a new Category 6

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network cable routed to the camera location from a central technology room within the building (this cable will be protected by an appropriate cable conveyance pathway such as a metallic raceway or conduit). The cameras will also require a Power over Ethernet (PoE) network switch in each building. The basis of design for the network switch will be the HP JE005A, 16-port 100BaseT PoE network switch

5. All doors and gates located on the exterior perimeter of the campus will be monitored with a wired or wireless security door contact to provide the staff with an open/closed status. This includes all new gates at the fences as well as building doors that open to the “unsecure” side of the campus (i.e. outside the fence perimeter). Doors or gates that have been opened will provide notification to staff so they can look at the associated camera view to determine what is happening at the associated entry point. The system will allow for various programming options at the door contact points to allow the staff to determine exactly what type of notification and when the notification should be activated for each entry/exit point. There will be approximately 20 contact points installed on the campus, of which 8 will be wireless gate locations. The basis of design for the security system will be the Honeywell Ademco Vista control panel. The wired contacts will be Honeywell’s magnetic door contact sensor, appropriate for the door situation. The wireless gate contact sensors will be Honeywell 5816OD with 5881ENL wireless receivers.

6. A new network based paging system will be provided on campus for communication with staff and students in the case of an emergency. Network based speakers will be installed within each building in the primary corridors which will allow for communication throughout the campus (or just within a single building) as necessary based on the type of situation. In addition, speakers will be added to the exterior of the buildings to provide communication with people outside the buildings. The system will be connected to computers on the network to allow for anyone with appropriate access to be able to utilize the paging on campus. The basis of design for the network paging system will be products by Kintronics and Atlas Sound. There will be approximately 60 paging speakers added throughout the campus, both internal to the buildings and external on the grounds. The speakers will utilize the IP7-SS40 series amplifier with four to eight speakers connected to each amplifier (approximately 15 amplifiers for the campus). The indoor speakers (qty 50) will be Atlas Sound VP14MB with VP14ENC enclosure and the outdoor speakers (qty 10) will be Atlas Sound AP-15T horns.

7. The district’s alarm expert has recommended that the fire alarms within the buildings NOT be connected together which allows for unique evacuation in the event of a fire within a single building. This helps keep the “traffic” outside the buildings on campus to a minimum during and event so the fire crews can work to deal with the situation. But currently the other buildings do not even know that a situation is in progress somewhere else on campus. The paging system discussed in paragraph 6 above will also be used to notify the rest of the campus that there is a fire elsewhere on campus and to stay in play until further notice or the local building fire alarm is activated.

8. A video intercom system with electronic door lock will be installed on the main administrative building entrance, which will be the main entrance for visitors to the campus. The electronic lock will allow for remote release from the staff desk locations within the office. Since there currently is not a line of sight from the office desks to the front door, a video intercom will also be placed outside the door, so a staff member can make a determination on whether to open the door or not. The basis of design for the video intercom will be the Aiphone JKS-IPEV system with associated electronic door hardware added to the existing door. One other similar set up is needed at the main elementary building for a wheel-chair access route into the campus.

How Urgent is this Project?

MPCS staff and parents have identified these deficiencies as extremely urgent. Part of the available matching funds will be used to install a limited portion of the fencing around the back of the Middle School and the adjacent street to the West in the summer of 2015. Gates on the east side will be done sooner. Upon award of the grant and confirmation of funding, the design for the remaining segments of perimeter fencing and gates, along with the upgrades to the security system are anticipated to begin in March of 2016. Installation and construction is proposed to start and being completed by the summer of 2016.

How Does this Project Conform with the Public School Facility Construction Guidelines?

4.1.1 Not applicable to scope of project

4.1.2 Not applicable to scope of project

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4.1.3 Any required additions or changes to the electrical system will be consistent with current code and NFPA requirements in place at the time of design and installation.

4.1.4 Not applicable to scope of project

4.1.5 Not applicable to scope of project

4.1.6 Project seeks to enhance the compliance by increasing communications capability of the existing school campus

4.1.7 New gates will consider accessible ingress and egress and modifications to existing ramps and egress where needed.

4.1.8 The project is not anticipated to impact any current AHERA Plan already in place.

4.1.9 The specific purpose of this project is to provide a secure campus environment for all occupants. As such the project is anticipated to provide a video management system, more specifically controlled manual and automatic points of entry, door lock and intrusion detection, and a school wide Event and Alert Notification system. The perimeter fencing will enable the school to address critical issues such as, more secure play areas, and protected entries that are significant deficiency at the existing campus. The existing buildings will continue to have multiple doors, but they will be included in the lock and intrusion detection system and video monitoring is proposed where appropriate.

4.1.10 Not applicable to scope of project

4.1.11 Not applicable to scope of project

4.1.12 Not applicable to scope of project

4.1.13 Not applicable to scope of project

4.1.14 Not applicable to scope of project

4.2 No additional campus network and classroom technology is proposed for this project. Technology upgrades are only for security related communications capabilities.

4.3.1 Not applicable to scope of project

4.3.2 Not applicable to scope of project

4.4.1 Not applicable to scope of project

4.4.2 Not applicable to scope of project

4.4.3 Not applicable to scope of project

4.4.4 Not applicable to scope of project

4.5 The current campus does include facilities over 50 years of age, but not currently identified as historically significant. No existing structure is being removed. Additional security devices will have minimal aesthetic impact. Proposed perimeter fencing is consistent with existing fences on campus.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The items in this project will become protected maintenance line items in MPC's 5 year projected budget. We will adjust accordingly to the maintenance and renewal requirements of the final systems installed. We have a full time Facilities manager and all of our ongoing maintenance requirements are current. Our developing plan is to continue to meet any new requirements through our operating budget or with the increased Mill Levy funding we receive. We are in compliance with inspection and monitoring requirements at this time and will do the same for these upgrades. The district provides advisory support and has recommended these improvements but they will not be directly involved in maintenance costs or personnel.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

At the time of purchase there were five buildings on the campus, all in adequate condition. Work was needed and done in our pre-school classrooms to be in compliance with State requirements. Though some of the buildings were older they were in compliance with the guidelines. Some work with window replacement and minor repairs were also done in the main building. At the end of the first school year here modular classrooms were added and have also been in compliance with Construction Guidelines. The following year a new middle school building was added at the back of the campus. This building has remote access for the front door and will have gates and fencing completed this summer. The middle school building will be fully complete during this summer as well. An additional fire access gate will also be added between the modular buildings and a pre-existing primary classroom building.

Current Grant Request:	\$264,253.74	CDE Minimum Match %:	53
Current Applicant Match:	\$297,988.26	Actual Match % Provided:	53

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Current Project Request:	\$562,242.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$100.00
Total Project Costs:	\$562,242.00	Escalation %	0.71
Affected Sq Ft:	40,000	Historical Adverse Effect?	No
Affected Pupils:	564	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$14	Is a Master Plan Complete?	No
Cost Per Pupil:	\$997	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	71	Does the Facility have Financing?	No

Source of Match Detail:

General Fund, district contributions, and capital campaign donations

Who will the Facility Revert to if the School Ceases to Exist:

We will not be relocating. The campus is fully owned by the Mountain Phoenix Community School and was purchased as part of the long range vision for the school. We do not anticipate relocating, and our school is a strong, Performing school of choice in the Jefferson County School District. In the unlikely event that our school should relocate or cease to exist, we would seek to sell the campus to first another school, second a like-minded community organization, or third an appropriate purchaser.

District FTE Count:

Assessed Valuation:

PPAV:

Unreserved Gen. Fund FY12-13:

Median Household Income:

Free Reduced Lunch %:

Existing Bond Mill Levy:

Five Year Change in Buildings to Current Revenues %: 108.73

Governmental Revenues to Buildings + Construction in Progress (CIP) %: 108.73

Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %: 100

Charter School Capital Construction Funding: \$78,162.00

Bonded Debt Approved:

Year(s) Bond Approved:

Bonded Debt Failed:

Year(s) Bond Failed:

Outstanding Bonded Debt:

Total Bond Capacity:

Bond Capacity Remaining:



Building Bright Futures

Daniel M. McMinimee

1829 Denver West Drive

Golden, CO 80401

phone: 303-982-6800

fax: 303-982-6806

website: www.jeffcopublicschools.org

email: dmcminim@jeffco.k12.co.us

February 19, 2015

Scott Newell, Director
School Finance, Capital Construction
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Mr. Newell,

Jeffco Schools fully supports Mountain Phoenix Community School's application for a BEST grant to upgrade their safety and security systems to more closely align with our high standards for all of our neighborhood schools. Our district's Call to Action ensures a safe learning and working environment for all students, parents and school personnel. These funds, combined with matching funds raised through our Foundation and with charter improvements covered by district bond funding, will support this vital initiative.

We strongly support this project and are proud of how Mountain Phoenix has progressed over the years with us, providing a thriving school inspired by Waldorf Education as an option for our district families.

Sincerely,

A handwritten signature in blue ink, appearing to read "Daniel McMinimee".

Daniel McMinimee

Superintendent

• Facilities Impacted by this Grant Application •**Rocky Mountain Academy of Evergreen - ES/ MS Safety - Security Addition - 2007****School Name: Rocky Mtn Academy of Evergreen**

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	31,980
Replacement Value:	\$7,400,934
Condition Budget:	\$352,271
Total FCI:	4.76%
Energy Budget:	\$0
Suitability Budget:	\$2,450,300
Total RSLI:	54%
Total CFI:	37.9%
Condition Score: (60%)	3.56
Energy Score: (0%)	2.36
Suitability Score: (40%)	3.10
School Score:	3.38



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Applicant Name: Rocky Mountain Academy of Evergreen

County: JEFFERSON

Project Title: ES/ MS Safety - Security Addition

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|---|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Reconfigure a small portion of one building |

General Information About the District / School, and Information About the Affected Facilities:

RMAE is a public charter school located in Jefferson County, Colorado servicing PreK-8th grade. Our mission is to inspire each student to pursue personal & academic excellence through a Core Knowledge & STEAM (Science, Technology, Engineering, Arts & Math) curriculum emphasizing critical thinking, problem solving, authentic learning & collaborative groupings.

RMAE attracts students from a wide radius including, but not limited to Evergreen, Conifer, Genesee, Denver, Lakewood, Pine, Georgetown, Morrison, Kittredge, Littleton & Dumont. Currently our enrollment is 372 students (up 28 FTE since the 10/1/14 count). We continue to grow towards our chartered capacity of 420 students. There are 29 full time and 15 part time staff members.

Founded in 1999, RMAE was originally housed in a renovated building consisting of 8 classrooms. There were no classrooms for Specials. There was no cafeteria, gymnasium or library. Outgrowing this space and needing to better accommodate the academic program, 7.59 acres on Royale Elk Way was purchased in October of 2005. In 2007 three prefabricated buildings were purchased by RMAE & placed on the 4.84 acres owned by JeffCo School Dist property (RMAE owns the other 2.75 acres). Due to limited funding available at the time, and the constraints of occupying the building in time for the school year, the buildings were erected for immediate use. It soon became apparent for the safety and security of students/staff that one main entrance with video surveillance was necessary not only because of environmental hazards (weather/wildlife) but possible intruders on campus. (Refer to Deficiencies).

As a Core Knowledge designated school, RMAE follows rigorous objectives set forth: classical literature reading lists, Greek & Latin roots instruction, math through Algebra I & extensive humanities with an emphasis on authentic learning experiences. The STEAM program introduces students to engineering concepts beginning at the Kindergarten level. Differentiated instruction ensures each student's needs are being honored and academic excellence is achieved. Core Virtues & Random Acts of Kindness programs are implemented throughout the K-8 classrooms. These character development programs connect with the community by regular fundraising activities, community-outreach days & partnerships with other JeffCo schools, area businesses & organizations to offer opportunities for volunteer work, showcasing of student work, and philanthropic activities. Community connections are a fundamental part of our curriculum.

Physical education is an integral part of any student's success. However, RMAE does not have a gymnasium, therefore we are limited by environmental elements. An earlier Master Plan identified the need for a gymnasium & performance area to not just meet curriculum needs, but to also recognize the Evergreen climate & open space adjacency & provide a safe/secure environment for active learning, addressing the health standards set down by the Department of Education. (Refer to Deficiencies).

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Students are continually moving from building to building in order to maintain the integrity of our curriculum. We have identified significant health, safety and security concerns for students on campus, which can impede their academic success. Due to the lack of a secure main entrance to the school students are continually exposed to environmental hazards & possible intruders on campus. They are at risk without a monitored, secure, single entrance. The RMAE Board of Directors sees this issue as an immediate concern. We believe that the best way to address this is by enclosing the connecting space between the classroom buildings. (Refer to Deficiencies).

Deficiencies Associated with this Project:

A.Site Related

- 1.Due to the climate, elevation, exterior exposure, and adjacency to Elk Meadow Open Space Park, the existing exterior circulation system creates a number of health and safety concerns
 - a.Elk, deer, and bear sightings are frequent in this area and as a result the school is locked down until clearance is given. When in wildlife lock down mode, students cannot move between buildings, limiting the effectiveness of the educational program. The only large public gathering place is the cafeteria in the basement of Building 1, making it impossible for students in Building 2 and 3 to relocate out of their classrooms.
 - b.Related to item a) above. All student and staff circulation between buildings occurs outdoors. As a result they are exposed to the climate conditions around Evergreen that could impact health, and are exposed to the dangers of any intruders on campus. While investigating conditions for this report, our team witnessed several students who slipped on the paving under winter conditions, and the paths would have been impossible to navigate for occupants requiring a wheelchair or other devices. Despite the best efforts of maintenance staff to keep exterior pathways clear and safe, there are inevitably times when ongoing weather patterns compromise safety.
 - c.While walkways are maintained and each building does have a vestibule with walk-off mats, students regularly track in outdoor dirt, moisture, and other contaminants straight into the corridors and classrooms. Winter conditions heighten the problem where boot storage for the younger children in Building 2 occurs adjacent to the classroom entry doors creating a problem for ADA access. All the dirt and debris tracked into buildings and classrooms degrades indoor air quality and hygiene.
- 2.Due to limited cafeteria space, no gym, exterior circulation, and small classrooms, there are limited opportunities for physical movement when weather conditions (or lockdowns) restrict student access to the outdoors. Lack of regular strenuous activity by students is known to compromise student health and academic achievement.
- 3.Only the south facing exits from each building have ADA compliant egress pathways from the building to a secure area. The north facing exits from the corridors only have stairs and there is no paved pathway to a secure area. This has been identified as an issue by Evergreen Fire Rescue.
- 4.Each west facing classroom in each of the three buildings also has an exterior exit. As with item 3 above, there are only stairs leading from these exits down to the ground below, and no defined pathway to a secure area. This has been identified as an issue by Evergreen Fire Rescue.
- 5.The fire lane has only been partially completed around the campus and currently does not have access to a turn-around area. This has been identified as an issue by Evergreen Fire Rescue.
- 6.The playground and recently added athletic field are not fully accessible due to grading and unpaved paths to those areas.
- 7.Gas and electric meters while away from occupied areas, are not fenced.

B.Building Related:

- 1.Existing classroom buildings 2 & 3 do not have a sprinkler system. Due to the location of the school in a high fire hazard area in the mountains near Evergreen, and easy public access to adjacent open space, this is a significant health and safety issue for occupants of the school. There is also concern about the safety of the Middle School Science education program w/o adequate sprinklers in the building. This classroom does have gas for experiments. This has been identified as an issue by Evergreen Fire Rescue.
- 2.There are key cards at each building entry, but no video monitor. There is a safety concern that there is not a single point of access control and monitoring for the school.
3. There are minor code deficiencies where safety outlets have not been installed in existing rooms occupied by students 7 years & younger (classroom, cafeteria, library).
4. Electric lighting levels are low in existing classrooms.
5. The boiler intake occasionally freezes up, temporarily preventing full building heat.
6. Mechanical equipment noise in existing classroom can be a distraction.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

C.Suitability of Facility

- 1.The school has no interior gym facilities other than limited use of the small cafeteria that is not adequate in size to hold all students at one time. Further, and as noted above under site deficiencies, when the school is under lockdown due to wildlife intruders, or due to adverse winter weather conditions, the students have significantly reduced opportunities for physical activity during the day.
- 2.In addition to no gym facilities, there are limited storage opportunities for storage of physical education equipment.
- 3.The school does not have a performing arts/auditorium/stage. In combination with the lack of a gym, this further compromises student physical and learning opportunities and restricts the availability of the school for community use.
- 4.The middle school science classroom is undersized with only limited opportunities for storage, and extremely tight classroom conditions. In addition to a challenging learning environment, there are significant safety concerns related to science experiments (see item B.1. above) and storage as a result.
- 5.The school only has a small 400 sq. ft. library that limits the educational and research opportunities of the students.
- 6.Due to the limited number of classrooms in the existing building, there is not enough classroom space to provide for expanded 21st century learning opportunities for students. This has actually become a safety concern in the existing buildings as desks have been moved into the corridors in some of the buildings, and one of the exit vestibules is being used as a flex learning space with an impromptu whiteboard installed in the vestibule.

Proposed Solution to Address the Deficiencies Stated Above:

After a series of detailed strategy meetings involving the RMAE administrative staff, board members, and our architect, RMAE has determined that the most cost effective and long term solution is to proceed with the construction of a joining corridor addition that connects the existing buildings while also creating new learning spaces and one main entrance to the school. As such the project is anticipated to provide a video management system, more specifically controlled manual and automatic points of entry, a single point of front door security with a vestibule, door lock and intrusion detection, and a school wide Event and Alert Notification system. The existing buildings will continue to have multiple doors, but they will be included in the lock and intrusion detection system and video monitoring is proposed where appropriate.

Our proposed plan turns the challenge of offset buildings on a sloping site into an advantage, by utilizing the “found space” between existing buildings to both moderate the change in grade and to address specific space requirement needs. We propose relocating the administration area, an expanded library/media center, computer lab, a maker lab, proper science storage and a commons/flex learning area along the edges of the corridor. In addition, new storage areas will help to relieve overcrowding of corridors in the existing buildings. Completing the need for indoor activity area for student health we propose including a gymnasium with performance area and adjacent music classroom to support our one of the major aspects of the RMAE curriculum.

We believe this plan allows us to leverage the functionality of the current classroom buildings, by better aligning their use by age. At that same time we will be addressing the significant health, safety, and security challenges previously identified in order to build a school that RMAE can operate in well into the future. The corridor and gym addition will be fully accessible per ANSI/ADA requirements with required doorways, and ramps. This will all be done in a protected indoor environment that enables rather than restricts student access to activity and movement.

We intend to meet the Office of the State Architects HPCP with a LEED Gold Certified Building addition or CO-CHPS certification. Among the strategies to be used include: The schools rural site allows for the opportunity to open space, habitat, storm water control, and heat island reduction. We expect to use water efficient fixtures and landscape strategies. The addition will leverage a combination of daylighting, fluorescent/LED lighting, enhanced building envelope, energy efficient HVAC strategies, and be prewired for renewable energy options to optimize energy performance. Window to wall ratios will be consistent with the ASHRAE AEDG for Schools recommendations. We anticipate using low emitting materials while also optimizing the specification of materials with regional and recycled content. We will enforce construction indoor air quality requirements through specifications, and site observations.

Our team recognizes that the State of Colorado (and the City of Denver) will be switching to the 2015 International Building Codes this year. As a result, the proposed facility will be fully compliant with these codes, including the 2015 IECC. The construction type of the addition is proposed as IIB with fired sprinklers in both the addition and existing buildings. We currently anticipate using steel frame construction with continuous exterior insulation and interior battes, and a combination

BEST FY2015-16 GRANT APPLICATION SUMMARIES

of fiber cement and metal siding for durability and cost effectiveness. The team will investigate fiberglass window options, but anticipates a low-e vinyl window assembly as the baseline with performance characteristics optimized to façade exposure. Where appropriate tubular daylight devices, clerestories and skylights may be considered in areas such as the gym and offices and/or breakout learning areas with no access to daylight. Storefront windows may be used in limited areas such as the entry and adjacent to stairs.

We anticipate that the existing buildings 1 & 2 will remain largely untouched except for where attachment to the south sides of the building is anticipated and access ways to expanded space will be punched through. The southeast corner of Building 1 will be renovated into new classroom space and the Administration area will be relocated to the southeast edge of the corridor addition. The four classrooms in the basement will be renovated for ECE and Kindergarten use and will include a jack-n-jill bathroom arrangement between classrooms. Code issues where safety outlets have not been installed will be investigated further and appropriate solution provided. Other identified mechanical and lighting deficiencies will be reviewed and solutions proposed as bid alternates for owner consideration.

The current parking and drop off areas will remain the same asides from any patch and repair work required as a result of construction. Pending approval from Evergreen Fire Rescue, we are also proposing eight new parking spaces at the northeast corner of the site. The site plan also includes new separate elementary and PK playgrounds, and an accessible pathway to the soccer field. The plan also includes a much needed turn around area at the end of the fire lane for fire trucks.

How Urgent is this Project?

RMAE has determined that the correction of the deficiencies is an extremely urgent matter as the existing conditions are of significant impact to student safety and health. Upon approval of financing RMAE intends to proceed with full design of the proposed addition immediately, and proceed with bidding and construction soon thereafter. The targeted opening of the complete facility is in May 2017. (refer to proposed project schedule)

How Does this Project Conform with the Public School Facility Construction Guidelines?

- 4.1.1 The structure for the addition is proposed as a concrete slab on grade foundation with walls as steel framed metal studs sheathed with appropriate structural material and covered with continuous insulation and weather barrier. Cladding will consist is of primarily fiber cement siding with metal panel in selected areas.
- 4.1.2 The project proposes a low slope roof with metal deck over open web steel trusses and insulated to the appropriate thickness. A high reflectivity 60 mil EPDM adhered membrane is anticipated.
- 4.1.3 An energy code compliant electrical distribution system will be provided. Energy performance will be benchmarked and modeled as required by either LEED for Schools or CO-CHPS. Emergency lighting will be compliant with CDFPC 8 CCR1507-30
- 4.1.4 Mechanical Systems will be designed to be compliant with code requirements and consistent with ASHRAE standards identified in these guidelines. Further, project will be compliant with pre-requisites and identified credits in LEED for School or CO-CHPS
- 4.1.5 Project will be connected to compliant potable municipal water source
- 4.1.6 Project will be compliant with fire notification systems and suppression systems as required by code and identified in these Guidelines
- 4.1.7 Project will provide continuous and unobstructed paths of egress as required by code and these Guidelines. Upgraded exterior paths for emergency egress is anticipated.
- 4.1.8 The project will follow the AHERA requirements of these guidelines. To the best of the project team's knowledge, no ACM materials or lead based paint will be specified or installed on the project.
- 4.1.9 The specific purpose of this project is to provide a secure environment for all occupants of the building. As such the project is anticipated to provide a video management system, more specifically controlled manual and automatic points of entry, a single point of front door security with a vestibule, door lock and intrusion detection, and a school wide Event and Alert Notification system. The addition will enable the school to address critical issues such as secure utility locations, roof access, site lighting, more secure play areas, and protected entries that are significant deficiency at the existing campus. The existing buildings will continue to have multiple doors, but they will be included in the lock and intrusion detection system and video monitoring is proposed where appropriate.
- 4.1.10 New labs, shops, and vocational areas will be compliant with Department of Public Health Requirements. Further, by proposing a dedicated Science Storage area, storage cabinets may be removed from the existing classroom and corridor to

BEST FY2015-16 GRANT APPLICATION SUMMARIES

provide a safer learning environment.

4.1.11 There will be no anticipated modifications to food preparation and maintenance areas.

4.1.12 An emergency care room with dedicated bathroom will be re-located to the new proposed administrative area.

4.1.13 The master plan anticipates few if any anticipated changes to the pedestrian/vehicle traffic flow. An existing obstructed and incomplete fire lane issue will be corrected with dedicated truck turn around area. The use of the existing traffic circle will be improved, allowing vehicle unloading without having to cross traffic. Accessible paths to the athletic fields, play areas, and for building egress are anticipated. Additional bike parking will be provided.

4.1.14 The school will consider providing designated category IV emergency shelter areas.

4.2 As a part of this project, the school will continue to build upon recent technology investments and look to provide data, network, and computer technology appropriate to the specific needs of the school. The project will provide flexibility to the school to continue to modify and expand technology implementation as needed and as funds become available.

4.3.1 Upon completion, the school will provide 55,072 GSF and 131 GSF/Pupil at full charter capacity of 420 students.

The existing cafeteria is 1,605 sq.ft. The gym will double as auditorium with a dedicated performance stage.

Current classrooms will typically remain unchanged. Based on reallocation or reconfiguration of areas, the proposed addition is to the following Exploratory Spaces include:

Computer/Tech: 640 s.f. (currently similar size)

Maker/Votech: 1260 s.f. (new)

Home Arts: 740 sf. (new)

Art: 840 s.f. (currently similar size)

Gym: 7200s.f. (new)

Performance Stage: 1350 s.f. (new)

Music (including storage): 1350 s.f. (new)

Media Center: 900 s.f. (currently 400 s.f.)

Flexible Learning (Commons): 1200 s.f. (currently similar size)

Special Ed: 723 s.f. (may be subdivided during design as needed, currently similar size)

Overall administrative area is proposed to increase from 650 s.f. to 2600 s.f. The exact room configuration will be determined during the next stage of the design process, but if anticipated to house additional offices, conference room, faculty workroom, clinic, reception and staff restroom. Additional restrooms, office space, and storage is proposed with the new gym.

4.3.2 The child care area that is proposed for relocation as part of this project will be compliant with all rules and regulations identified in these Guidelines. Special education facilities will be compliant with the Acts identified in these Guidelines.

4.4.1 The project team recognizes the requirements of the Office of the State Architect's HPCP and along with criteria specific requirements of the OSA HPCP, will seek certification under either LEED for Schools 2009 or CO-CHPS.

4.4.2 Funding for renewable energy systems is expected to be limited. The Master Plan anticipates designing to a "renewable energy ready" standard and will investigate potential grant options to provide renewable energy.

4.4.3 The school anticipates developing an energy management plan specific to the new energy efficiency measures provided with this project

4.4.4 Other energy efficiency options that are anticipated include:

1. Energy Star labeled HVAC/mechanical systems

2. Fenestration performance characteristics that is optimized based on solar exposure

3. High performance building envelope with continuous exterior insulation, and interior insulation between framing.

Envelope details are proposed to be optimized and reviewed for continuous insulation, air, and weather barriers.

4. Electric lighting is proposed to be either LED or fluorescent with control systems compliant with current energy codes.

Lighting controls are proposed to include daylight level and vacancy/occupancy sensors where required.

5. Commissioning will be pursued as part of the LEED or CO-CHPS criteria

6. The project will be proposed to include measurement and verification in compliance with LEED or CO-CHPS criteria. Due to budget constraints, a more limited approach may ultimately be needed.

7. The project is proposed to utilize water efficient and native vegetation where possible.

8. The school will consider additional energy conservation grants where feasible and consistent with the project and education goals of the school.

4.5 The current campus does not include school facilities of historic significance.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

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RMAE will maintain the ES & MS Health, Safety & Security Addition once it is complete with the following:

- Providing one main entrance and exit with a video surveillance system, RMAE will no longer require door repairs on the other multiple entrances nor having security issues with 3 separate entrances; This cost savings will be \$5000-\$7000 per year. In addition, with the building secured better (less in/out activity) and a LEED certified addition, heat will be retained within each structure thus reducing electrical costs 15%-25%.

- Examples of revenue to achieve M&O costs:

1. Approximate increase of \$513,750.00 in PPR with student count up to chartered capacity of 420. At \$100 per student \$42,000 goes directly into Capital Renewal Reserve line item in budget.

2. Annual Capital Construction fund distribution from state - amount fluctuates yearly ~\$34,000

3. The RMAE Foundation and Board of Director's Annual Giving Campaign - these funds go directly into the Maintenance and Operations of the facilities. Amount fluctuates yearly: 2013-2014 = \$80,000; 2014-2015 = \$27,000 halfway through the school year.

4. Auditorium/Gymnasium rental for additional operating costs; dependent on how the rental agreement is determined: (ie: hourly rate, type of renter, short/long term rental time, etc.). Estimated/Average local rates are approximately \$100/hour; ALL would be extra revenue.

5. Turf field rental currently \$800; This number will increase with various entities utilizing the field.

6. \$37,000 additional funds when Preschool is moved to the K-8 campus, no longer requiring building rental.

2014-2015 Budget:

PPR = \$2,360,490

M & O* = \$721,036.40

31% of PPR

*The components of M&O are purchased services, less debt service, plus materials & supplies. Does not include salaries/benefits.

Asset Management and Maintenance Programming:

RMAE currently employs a full-time Facility Manager. The District does not provide financial support for this position, but is maintained by RMAE. The Facility Manager is responsible for assistance with emergency preparedness; environmental stewardship and sustainability; operations and maintenance; and property management on a regular basis. The Facility Manager is also part of the Facility Committee and CERT team.

The Facility Manager ensures required maintenance and inspections are current or scheduled with the proper personnel and/or manufacturers:

Fire drills, lock downs, fire extinguishers, sprinkler system, door locking mechanisms, paging systems, evacuation, elevator, furnace, turf field, electrical and mechanical systems, plumbing, drainage and radon.

For the proposed addition, the following will be addressed:

Milestone: Commissioning

Action:

- Review of all maintenance and operational requirements with Architect and Contractor.
- Confirm frequency of recommended inspections and major maintenance requirements.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Funding:

- None.

Responsibility:

- Director
- RMAE Facilities Committee

Milestone: Warranty Period

Action:

- Monitor new facilities operations and coordinate any post commissioning issues with Contractor/Architect.
- Conduct one- and two-year anniversary work through with Contractor/Architect.

Funding:

- None.

Responsibility:

- Director
- RMAE Facilities Committee

Milestone: Annual Maintenance (Years 3-50)

Action:

- Schedule and complete required annual maintenance in accordance with manufacturers/contractors guidelines.

Funding:

- Annual RMAE Operating fund – (Building maintenance line item Budget/Capital Renewal Reserve).

Responsibility:

- Director
- RMAE Facilities Committee
- RMAE Financial Manager

Milestone: Major (Deferred) Maintenance (10 Year Intervals or as needed)

Action:

- Monitor new facilities for significant wear/tear operational issues requiring Major Maintenance or replacement.
- Schedule major (Deferred) maintenance/replacement of components in accordance with asset management best-practices.

Funding:

- RMAE Facilities deferred maintenance budget (annual contribution from operating budget).
- Revenues from leasing and rental of new facility to local/community groups.

Responsibility:

- Director
- RMAE Facilities Committee
- RMAE Board of Directors
- RMAE Financial Manager

Milestone: 60 year plus

Action:

- Next generation evaluation of useful life/value of facilities consistent with current mission of school and strategic plan.
- Continue annual and major maintenance program and/or pursue new funding for replacement.

Funding:

- Future campaign/funding source(s).

Responsibility:

- Board of Directors
- Director
- Parent Community

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If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

The original three buildings that make up the RMAE campus were constructed in 2007 on land purchased by Jefferson County Schools and RMAE. Due to limited funding available at the time, and the constraints of occupying the building in time for the school year, the buildings were erected using framed modular prefabricated construction. This construction was suitable to enable the school to open and begin operations, but left site safety and operational concerns unaddressed. These concerns will be discussed in more detail in Section IV.3

In 2011, RMAE invested in upgrades to build out the basement of building 1 to provide a small cafeteria space (with warming stations only), and dedicated art, technology, and music classrooms. The existing modular buildings are in generally good condition and upon the completion of the proposed additions and renovations are expected to serve the school for at least another 20-25 years. With moderate maintenance they should last longer. The mechanical and electrical systems are in good condition and need of only minor repair upgrades.

Current Grant Request:	\$4,459,369.34	CDE Minimum Match %:	56
Current Applicant Match:	\$5,675,560.98	Actual Match % Provided:	56
Current Project Request:	\$10,134,930.32	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$100.00
Total Project Costs:	\$10,134,930.32	Escalation %	6
Affected Sq Ft:	44,625	Historical Adverse Effect?	No
Affected Pupils:	405	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$227	Is a Master Plan Complete?	No
Cost Per Pupil:	\$25,025	Who owns the Facility?	3rd Party
Sq Ft Per Pupil:	110	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
Grants or Personal Financing	Under the Bond Indenture Agreement the real & personal property of RMAE Bldg Corp is pledged as "security". In the event of default two things could happen, first the State Intercept program would divert funds owed the school to make debt service payments. Second, if the default was not cured the investors would be entitled to sell the property pledged as security to recover their investment.		

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	-0.56
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	146.67
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	88.84
Charter School Capital Construction Funding:	\$58,728.00



Building Bright Futures

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email: dmcminim@jeffco.k12.co.us

February 24, 2015

Scott Newell, Director
School Finance, Capital Construction
Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Mr. Newell,

Jeffco Schools fully supports Rocky Mountain Academy of Evergreen's application for a BEST grant to upgrade the safety of their standalone buildings by enclosing the fronts of the buildings in order to ensure students can move safely during the school day. Our district's Call to Action strategic plan ensures a safe learning and working environment for all students, parents and school personnel. These funds, combined with matching funds raised by the school and with charter improvements covered by district bond funding, will support this vital initiative.

We strongly support this project and are proud of how Rocky Mountain Academy of Evergreen has progressed over the years with us, providing a thriving school based on the Core Knowledge curriculum as an option for our district families.

Sincerely,

A handwritten signature in black ink, appearing to read "Daniel M. McMinimee". The signature is fluid and cursive.

Daniel M. McMinimee
Superintendent

• Facilities Impacted by this Grant Application •

Burlington RE-6J - MS Roof Replacement - Burlington MS - 1972

School Name: Burlington MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	60,612
Replacement Value:	\$15,991,516
Condition Budget:	\$10,173,107
Total FCI:	63.62%
Energy Budget:	\$0
Suitability Budget:	\$2,644,800
Total RSLI:	12%
Total CFI:	80.2%
Condition Score: (60%)	3.39
Energy Score: (0%)	1.09
Suitability Score: (40%)	4.33
School Score:	3.77



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Applicant Name: BURLINGTON RE-6J

County: KIT CARSON

Project Title: MS Roof Replacement

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Burlington School District is located 178 miles east of Denver, Colorado on the I-70 corridor. The Burlington School district serves a population of 784 students grades pk-12 on three different campuses. The middle school facility was built in 1972 with one expansion performed in 1999. The main portion of the roof, built in 1972 was not replaced or repaired during the 1999 expansion; however, the gymnasium roof was patched during the 1999 expansion. While there are other buildings on the three campuses, the scope of this project is only for the main school facility at the middle school. District personnel have done a good job of keeping the facility up and in good shape. With the economic downturn, and a negative factor of approximately \$ 777,285 (for the 2014/2015 fiscal year) the Burlington School District has done its best to prioritize safety and building maintenance needs while continuing to provide a quality education for our students. In November 2014, the tax payers voted to assist the district in addressing security, safety and major building repairs through a mil levy override. This mil levy money will be used as a match for the BEST grant funds.

The middle school faculty serves a population of 191 students, 65% of whom qualify for the free/reduced lunch program. Students are offered a well-rounded academic program with two hours of language arts offered daily along with math, social studies, science, computer science, physical education and music. The music program boasts a marching band and drum line, who perform at many local events. We also host the East Central BOCES East End Center-Based Learning Program (High Needs) and supplement academics with Title I services to support students struggling in the areas of math and reading.

Deficiencies Associated with this Project:

The roofing on the middle school is past its useful life and is leaking throughout the school. On the EPDM sections the flashings are shrinking and pulling away from the walls and mechanical curbs in multiple locations. There are holes in the flashings in several locations due to the shrinking membrane and many of the flashings have shrunk so much that they are no longer attached to walls and are wide open to the elements. When EPDM roofs show these signs of deterioration and shrinking, repairing the roofs is not possible. The acoustic ceilings throughout the majority of the school contain asbestos and are susceptible to becoming detached with the ongoing leaking. The acoustic ceiling is a spray-on material on the underside of the roof. Most of the underside of the roof with the spray-on material is above a drop ceiling of tile. These ceiling tiles have become wet with the leaks and have given way because of the moisture.

Proposed Solution to Address the Deficiencies Stated Above:

The lower two roofs on the school will be replaced with a ballasted EPDM system with new insulation and sheet metal. The upper gym roof will be an aluminum coated built up roof system with new insulation and sheet metal. These are the best solutions for the school which is predominately long span concrete twin tees. The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roofing systems. When the new roof system is placed there will not be a need for abatement as the under spray-on material will no longer be able to become wet. If the roof is not replaced the spray-on material that contains asbestos has a possibility of becoming wet and dislodging from the underside of the roof.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

How Urgent is this Project?

The roofing systems should be replaced within the year. There is potential harm to students in the school if roof leaks cause the asbestos containing material to dislodge from the underside of the concrete tees which may come in contact with the students. Right now, the asbestos on the underside of the roof is safely encapsulated. Contracting consultants have recommended the asbestos be left alone. Further leaking could cause the asbestos to dislodge and create both a roof problem and asbestos removal problem if not addressed in a timely manner. Apart from safety concerns, continued leaks can cause damage to educational materials in the school. Finally, continued leaking can be a distraction to the learning environment as school resources are refocused on managing ongoing leaks and teachers and students deal with the disruption of leaks on a daily basis.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The design for the new roofing systems will conform to the Public Schools Construction Guidelines.

Within the guidelines specifically sections;

4.1.2 Roofs - A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building will be installed. The new roof will be installed by a qualified contractor who is approved by the roofing manufacturer to install the specified roof system and we will receive the specified warranty upon completion of the roof.

4.1.2.1 Low slope roofing systems - As the three areas of the roof are replaced all guidelines will be adhered too.

4.1.8 Facilities with safely managed hazardous materials - All potential hazardous materials that could be disturbed in the roofing project have been identified with the AHERA report. 4.1.8.1 - guidelines will be strictly adhered to. We will comply with all AHERA criteria and will maintain and update the asbestos management plan if needed.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

At the project's completion, selected School District personnel will be trained by the roofing contractor to repair simple roof repairs, large roof repairs will be conducted by a competent roofing contractor. All work by the contractor will be done through the warranty process to ensure it is maintained. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. At least two times a year School District personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof. With the creation of the "negative factor" in school finance capital maintenance budgeting has been tight. This project will allow us to train maintenance staff in the proper way to maintain the roof and problems that may arise later will be addressed sooner.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The facility was built in 1972 and was built to code at that time. There was an addition built to the south in 1999 and this addition was built to code.

Current Grant Request:	\$764,323.27	CDE Minimum Match %:	44
Current Applicant Match:	\$250,040.73	Actual Match % Provided:	24.65
Current Project Request:	\$1,014,364.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$63.00
Total Project Costs:	\$1,014,364.00	Escalation %	4
Affected Sq Ft:	54,900	Historical Adverse Effect?	No
Affected Pupils:	191	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$18	Is a Master Plan Complete?	No

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Cost Per Pupil:	\$5,311	Who owns the Facility?	District
Sq Ft Per Pupil:	287	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund and Mill Levy Override funds		NA	

District FTE Count:	679	Bonded Debt Approved:	
Assessed Valuation:	\$77,096,832	Year(s) Bond Approved:	
PPAV:	\$113,545	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,422,256	Year(s) Bond Failed:	
Median Household Income:	\$42,309	Outstanding Bonded Debt:	\$2,690,000
Free Reduced Lunch %:	47.57	Total Bond Capacity:	\$15,419,366
Existing Bond Mill Levy:	7.031	Bond Capacity Remaining:	\$12,729,366
Five Year Change in Buildings to Current Revenues %:			10.02
Governmental Revenues to Buildings + Construction in Progress (CIP) %:			182.73
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:			97.95
Charter School Capital Construction Funding:			\$0.00



BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

Since the inception of the negative factor, the Burlington School District has experienced a loss of \$3,867,379. Although the school board and administration are committed to increasing teacher salaries to assist in recruiting and retaining high quality teachers, they have been unable to keep up with the state average teacher salary. Out of 178 districts in Colorado, Burlington's average salary is 160th. The salaries are not competitive with other districts in the state, or districts in surrounding states. As teachers who have lived in the community for years retire, many of the new hires in the district are first year teachers looking for experience. Once the first year teachers have been trained with district resources, a high percentage move on to other districts, who can offer them a competitive salary. During the spring and summer of 2014, the middle school principal made over 200 contacts through job fairs and phone calls to fill seven positions. Five of those positions had been filled the previous spring; those teachers moved on to districts who could offer them more money. The cost of living is high in Burlington; rent is comparable to the front range and when gas prices were at \$2.00 on the front range, the cheapest gas in Burlington was \$2.34. Groceries in Burlington are much more expensive as well.

Once teachers gain the experience needed to find a job that will compensate them at a higher rate, they move on. Since 65% of the general fund budget is dedicated to personnel costs, the matching contribution greatly affects the

district's ability to hire and retain high quality teachers to serve the families of our community.

Additionally, the Burlington School District has been unable to keep up with technology needs or teaching resource needs including text books. Many other districts have moved towards a 1-1 ratio with students' computer access. Burlington Elementary has 74 computers to be shared amongst 367 students; the middle school has 191 students sharing 66 computers and the high school shares 109 computers (including publications and vocational agriculture program computers) for 226 students. The free and reduced rate in the district is 57.27%; thus, a large majority of students cannot afford access to computers for themselves at home either.

Before the recession and negative factor, the Burlington School Board adopted a textbook replacement schedule. With all of the budget cuts, the district had to abandon their plans to purchase any new textbook series. Sets of new textbooks have not been purchased in almost a decade.

The Burlington School District has not purchased a school bus for the fleet in over 10 years. The mileage on the school vehicles runs from 120,000 to 401,000 miles. Several buses have broken down on athletic competition trips.

The waiver would allow the district to provide students, staff, families and visitors of the building with a safe and aesthetically pleasing environment void of leaks, buckets and dripping distractions. The students who participate in the school lunch program would not have to dodge leaks as they exit the kitchen with their lunch trays. The building would be less drafty and cold and more comfortable without the missing ceiling panels that have become wet and are removed until the leaks cease.

Without the waiver, or a reduction in the matching contribution, the Burlington School District will be unable to work towards, competitive salaries, hiring and retention of high quality teachers, enhancing students' education with learning resources including current technology, and safe and reliable transportation to get the students to school.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

In order to survive the negative factor, the school board and district administration has already reduced the number of district employees (administration, teachers, bus drivers, custodians, librarians and cooks). All supply and curriculum line items have been reduced significantly. Field trips outside the radius of the city limits have been eliminated, unless private parties donate the money for transportation costs. The capital maintenance budget has been impacted to a great degree, as only essential maintenance projects that could be afforded have been completed.

Compliance with the match contribution would take away 34.17% of the Burlington School District unrestricted general fund budget. The district has made needed cuts to compensate for the negative factor of \$3,867,379 over the last six years; any further reductions to the budget for any reason would be detrimental to the already financially struggling district.

The cost of the matching contribution would limit the district's ability to hire and retain high quality instructional staff. The district would be unable to provide learning resources, access to technology and transportation to get students to and from school. The distraction of missing ceiling panels, plastic-covered book shelves, cold drafts, dripping water and multiple buckets around the school could be eliminated with the reduction to the match contribution.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

A severe drought and prolonged recession has limited the leverage ability of agencies and organizations in our community. The community vote supported the district by approving the mill levy override. The local Rotarian chapter, McArthur Senior Citizens Group, Kappa Nu (a service organization), invited the school board to promote the passing of the mill levy override. Taking the current economy and political climate into consideration, this support was

as much as the district could expect from community groups.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Not applicable

5. The district's median household income relative to the statewide average – The higher the median household income the higher the match.

Not applicable

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch the lower the match.

Not applicable

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had the lower the match.

The Burlington School District requested a mill levy override for the amount of \$600,000 in 2009. It failed 515-526. Another attempt was made 2010 for \$600,000. It was voted down 797-803. In 2011, the district asked for \$600,000 in a mill levy override. It was again voted down, 788 to 966. At that time, the Burlington School Board felt as though the community was sending a message that it was unwilling to support more taxes during a recession and severe drought in eastern Colorado.

In 2014, the school board changed their approach to promote the mill levy ballot issue. The board had a unique opportunity to save the tax payers 2.2 million dollars, including \$173,000 in interest, by paying a 1998 bond four years early. As a result of the 1998 Bonds, the corresponding levy of 7.031 mills generated approximately \$540,000 in revenue each year. Once the final payment had been made on the 1998 Bonds, the school board asked the community to approve a mill levy override which would increase by \$270,068 (in the first full fiscal year annually), to be imposed for a limit of six years, and thereafter, by whatever amounts are raised annually, while simultaneously reducing taxes by ending the 1998 voter approved mill levy resulting in a net tax reduction of \$270,176, through and additional property tax levy at a rate of 3.515 mills.

The mill levy override passed 1,008-671. This corresponding amount of \$260,000 is truly what the district has to offer as matching funds.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy the lower the match.

It has been proven with the election failures (2008, 2009, 2011), and the passage of the reduced mill levy amount in 2014 that the tax payers in the district are not willing to override any more than the 3.515 mills generating \$270,068 annually.

9. The school district's current available bond capacity remaining.

Previous election results indicate 3.515 mills is the amount the community is willing to pay in additional taxes.

10. The school district's unreserved fund balance as it relates to their overall budget.

Not applicable

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Not applicable

- Facilities Impacted by this Grant Application •

Animas High School - New HS - 2013

No Statewide Facility Assessment Information Available



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Applicant Name: Animas High School

County: LA PLATA

Project Title: New HS

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: Grant Application was First Alternate award

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Animas High School, a growing and successful public charter school in Durango, is seeking funds from the BEST program to build a new facility that will alleviate urgent safety and security concerns such as hazardous traffic conditions, overcrowded site conditions, poor emergency services access, lack of secure safe haven areas, and danger to pedestrian students. Prior to opening the school in 2009, Animas High exhausted its search for a suitable school location and chose to temporarily locate in a partially-vacant strip mall. Since that time the school continued to diligently pursue any empty school district building space to no avail and has been pursuing financing alternatives. After the City of Durango and CDOT expressed high concerns regarding the safety of the strip-mall location, Animas High School purchased 2 modular classroom buildings. The school relocated to another temporary site adjacent to State Highway 160, at the entrance to the emerging Twin Buttes mixed-use development, in hopes of partnering with the land owner to eventually construct a new school in the development. Since Animas is a Charter School Institute school, a district bond has not been an option. In addition, Animas High is too small to pursue a tax payer approved bond or mill levy on its own. Without the BEST funds, the school will not be able to provide a permanent, safe and secure learning environment for its students. The inability to find a suitable location for Animas High was one of the biggest factors that delayed the school's original opening for one year. The former retail building was not suitable for a school: the overall size was too small; there were numerous traffic hazards, there was no outdoor space, and there was inadequate parking. The risks became so urgent that the school was forced to relocate to another temporary site with very similar concerns. The current temporary site is not suitable for a permanent school location. At the current site, which is adjacent to Highway 160, a creek and a 100-year flood plain, students can only recreate outdoors in the main parking lot, as traffic winds through to arrive at the school for pick up and drop off. Vehicle queuing blocks access by emergency vehicles and is a major concern of the Durango Fire Department. Also, because there is not adequate parking next to the school, a remote parking lot for students has been provided. The students walk on the access road between the remote lot and school without sidewalks, marked crossings or other safety measures while cars drive by to the school on the same road. Also, despite warnings from the school, parents consistently drop off students on the side of the busy US highway 160 rather than driving into the school site. This creates a major hazard on the highway which is a primary concern of CDOT. Educational programming is compromised in the current facility by being located in cramped modular classroom facilities. The original CDE Assessment of the former strip-mall site assigned an FCI score of 16.15% and a CFI score of 71.4%. The new site has not yet been assessed by CDE; however while the modulares are newer, the site constraints are even more hazardous. Major Fire & Rescue concerns are a vulnerable site, surrounded by hills that would leave students exposed and unable to evacuate in case of an active shooter, and a very small site with concentrated traffic and limited access. Building a new school with BEST grant funding is the school's only option to permanently improve health and safety conditions and better educational environments for Animas High's students. The new building will be educationally suitable, energy-efficient, LEED certified and it will meet CDE Facility Construction Guidelines. The charter school leadership has conducted extensive due diligence, and based on this research has determined that building a new, permanent facility in an appropriate location is in the best interest of the students and the community.

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Deficiencies Associated with this Project:

D1. SCHOOL SITE CONSTRAINTS

Animas High School (AHS) is currently located on a temporary site that is severely constrained and that is not suitable for continued use as a school site. The site is bordered on the south side by US Highway 160 (a busy four lane highway less than 50 feet away) and Lightner Creek (with a FEMA 100 year flood plain designation approximately 30 feet away), bordered on the north side by steep slopes, and bordered on the east side by a liquor store. The highway near the school has no signalization, no dedicated turn lane and no crosswalk signals or traffic signage acknowledging the school's presence. The site is small in size and is further constrained by its topography and narrow configuration. There is no room on the site for growth of any kind. The main site does not have enough parking to accommodate students who drive to school and has no safe pedestrian access. Access and circulation for student drop off / pick up is inadequate. Access for emergency vehicles is inadequate. There is no safe haven for security purposes. On-site parking is insufficient and is supplemented by off-site parking 1/4 mile away. There is no dedicated outdoor recreation space or areas suitable for outdoor / project-based learning. The site is situated at the base of a valley with limited direct winter sunlight. The planning team has determined that renovations or sitework to bring the existing school within range of state educational standards would not be feasible simply due to the nature and location of the current site .

Due to the numerous and substantial site constraints outlined in this narrative, authorization to use the site as a school was limited by authorities and the developer in 2012 to seven years. In order to meet its obligations outlined in the land exchange agreements, the schedule calls for AHS to relocate from its current temporary property by fall 2018 to allow sufficient time for removal and disposition of the current modulares and reconditioning of the property to its original condition by the end of 2019.

The site constraints/deficiencies highlighted above are further detailed in the following sections:

D2. SAFETY & SECURITY

There are numerous deficiencies with regard to the Safety and Security, including:

1. Students that park in the remote lot can only access the school by walking in traffic down the narrow road that connects to the school. Safety is further compromised during the winter months when plowed snow further reduces the width of the road.
2. The paved drop-off / pick-up area is also used as the outdoor learning lab / recreation area, resulting in a congested area with risky vehicle/pedestrian conflicts. This problem is compounded by the fact that pedestrian access between the two modulares crosses the drop-off, pick-up access loop. Safety of pedestrians is further compromised by the presence of emergency vehicles, commercial delivery vehicles, etc.
3. In order to avoid risks associated with the congested drop-off / pick-up area, students are often dropped-off and picked-up on the side of Highway 160 to cross a fenced-off pedestrian bridge for quicker (but more hazardous) access to school. The Colorado Department of Transportation has expressed concern with the school's location as it relates to the highway and recommends relocation to a more suitable site as soon as possible (see attached Letter of Support).
4. Being located in two separate modular buildings limits the amount of security and monitoring that can happen over the course of the day as students move between buildings, since primary entry doors are normally left unlocked for access.
5. The site is flanked by an access road on top of a hill to the north, plus the creek and Highway 160 to the south, wooded hills with difficult topography to the west and the only site access road to the east. In the event of an active shooter at the school, there is no viable escape route for a student that does not put them in a vulnerable position.
6. Given the close proximity of one of the modulares to Lightner Creek, the building foundation could be undermined in the event of severe flood event.
7. Some electrical panels as well as utility meters are in full view at the building exterior and are not secured.
8. There is no video surveillance system in the building. There is no public address system within the building, making it impossible to alert the entire school of an emergency at one time.

D3. FIRE SAFETY

There are numerous deficiencies with regard to Fire Safety, including:

1. Durango Fire Protection District (DFPD) is concerned that there is not adequate outdoor space to evacuate all the students from the buildings and at the same time provide emergency vehicle access (see Letter of Support from DFPD).
2. The emergency vehicle access lane / loop is frequently blocked by cars in the pick-up queue. Although the fire alarm system is fully addressable and monitored, it can be difficult for emergency vehicles to access the buildings because the only

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space for students to safely evacuate is into the parking lot with the fire lane.

3. Fire trucks that respond to an emergency do not have an adequate turn around so they are forced to instead back up a sweeping curve on a steep hill to turn around.

4. There is no fire sprinkler system in the modular classroom buildings.

D4. EDUCATIONAL SUITABILITY

The school's current site and buildings limit curriculum delivery in several areas:

1. The commons space is barely large enough for the entire student body to assemble. With next year's projected growth, the space will no longer accommodate everyone.

2. The lack of small group rooms and breakout spaces makes it difficult to effectively serve special education students.

3. The division between 2 modulars inhibits communication between the portions of the school. The school's culture of collaboration and support between students no matter the grade level is compromised when the classes are located in 2 separate buildings. Due to the interdisciplinary nature of project-based learning, same grade-level classrooms need to be close together to enable sharing of resources. With the configuration of the current facility, collaboration is difficult at best.

4. The lack of outdoor learning space for large scale project-based assignments which are critical to the curriculum, particularly in winter weather when snow is on the ground

5. The lack of outdoor recreation space is not consistent with the school's mission, vision, and values.

6. The current modular classrooms would not meet State high-performance standards for daylighting or HVAC efficiency, and it is not viable to do so. Fostering and advocating sustainability is a central tenant of AHS's values. AHS is not able to incorporate the existing school as a teaching tool in terms of sustainability.

7. The close proximity of Highway 550 adversely affects the learning environment due to noise and even occasional vibration issues.

8. The construction type for the existing science classrooms does not meet minimum standards as per the determination of the Fire Authority Having Jurisdiction. Thus, students are transported several miles away to Fort Lewis College for some science classes. Bussing of students presents a myriad of logistical, safety, security, and other issues.

It should be noted that any further investment in the current modulars, if otherwise feasible, would still leave the school in a location that is only temporarily approved by CDOT and City of Durango variance, and a limited-term landowner lease.

D5. CROWDING

At 24,490 gross square feet, the 2 modulars' combined area provides approximately 79 square feet per student, which is limiting for a high school facility. The current building accommodates 21 teaching stations and the current enrollment is 312. Although the classroom sizes are varied and adequate for the current enrollment, the size of the site is too small for a project-based curriculum such as Animas High School. There is limited outdoor space for recreation or for project construction or storage.

The City of Durango specifies a 1:1 parking ratio for staff and a 1:3 ratio for students. Under these requirements, the school would need approximately 140 parking spaces. The current site provides 40 on-site parking spaces plus approximately 50 remote-lot spaces (unmarked). The school has recently been required to apply for a parking variance annually through the City of Durango Planning Office. The current offsite parking requires students to walk along a hilly and high-traffic access road without sidewalks.

There is absolutely no room for expansion on the site. The current building provides only 79 square feet per high school student, which is well below industry standards.

Proposed Solution to Address the Deficiencies Stated Above:

S1. SCHOOL SITE CONSTRAINTS

The proposed site is located on a site that is larger with adequate room for on-site parking, safe pedestrian access, access and circulation, room for expansion, adequate space to support on-site experiential learning and recreation. Twin Buttes development has also offered up numerous other amenities in the development to support AHS's curriculum such as park and open space, trails, a community garden program, and a community/recreation center located adjacent to the proposed site.

The proposed new site would ultimately provide more of a neighborhood school setting, away from the creek, the busy

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highway, and the adjacent liquor store, all of which currently surround the students. The Twin Buttes master planned development in Durango has agreed to allocate a parcel of land to Animas High School. The master planning team has studied options for planning an educational campus at the site which would start with Animas High School. The long-range plan for the site would be to include the potential new high school as well as ultimately a middle school and even an elementary school to anchor the Twin Buttes development. The site would eventually be in the center of a sustainable residential and commercial mixed-use community in Durango.

New site circulation will be designed to separate visitor traffic, student traffic, drop off and deliveries into their own paths or areas.

S2. EDUCATIONAL SUITABILITY

The new charter high school facility will comply with the CDE School Facility Construction Guidelines. It will incorporate new building systems to alleviate the concerns involving congestion and crowding, fire safety, security and educational suitability. The school will serve approximately 350 students, which will be the enrollment for fall of 2015. The building will total 39,000 gross square feet, and will have 19 full classrooms plus 2 small group rooms. Among classroom spaces will be an art studio, a project-based lab, and a chemistry lab. Other classrooms will be biology, physics, math, humanities and electives. There will also be a dining hall / commons for all-school assembly and other events. The school will not include athletic facilities or sports fields, as the specialized curriculum, similar to High-Tech High in California, does not include these activities. The site will accommodate an outdoor classroom space with power, data, and southern exposure with views.

The new school will meet the requirements of the High Performance Certification Program, providing a new, easy-to-maintain, low-cost facility with a life expectancy of 50 years or more. The new facility will set a standard as a model school for local school buildings. New classrooms will have adequate daylight, sufficient acoustical separation, and beneficial indoor air quality for a learning environment. The new facility will be fully ADA accessible.

S3. SAFETY & SECURITY

The main entry will be secured by a vestibule leading through the administrative suite, and the remaining entries will be secured during the day. The administration will be situated at the main entry with clear line-of-sight to the front doors, the parking lot, and to the site entrance drive, with adequate windows for supervision. The new facility will provide a school-wide emergency notification intercom, full sprinklers and fire alarm, building security system, "Columbine" hardware at classroom doors for lockdown situations, and an electronic visitor check-in system.

S4. FIRE SAFETY

The site will provide adequate outdoor space to allow for recreation, project work, and school evacuation without impeding access by emergency vehicles. A fire lane will reach 3 sides of the building with a full turn loop for fire apparatus, providing adequate coverage with hose lengths to satisfy Durango Fire & Rescue requirements. The emergency vehicle loop will split from the vehicle pick-up / drop-off queue so the traffic conflicts are limited. The new building will also be largely non-combustible and fully sprinkled, a safety improvement over the current combustible type V modular construction. It will be designed with adequate egress and fire separations throughout. Corridors will be properly sized and constructed for building safety.

S5. CROWDING

The proposed permanent facility would improve the Square feet per student ratio from 79 square feet per high school student to a more reasonable 165 square feet per high school student, more comparable to a typical school facility, yet not as generous as many.

The new site will provide more south-facing outdoor dining and project space for students without impeding emergency vehicles or crossing paths with parent vehicles. It will also be able to provide adequate daily-use on-site parking for both staff and students without having to resort to a remote parking lot.

How Urgent is this Project?

U1. SITE CONSTRAINTS

Due to safety concerns related to traffic and mobility, local and state authorities have indicated that the site is not viable long term for the school. The likelihood of the school being granted future variances simply to occupy its current building diminishes each year. The school has agreed to vacate the site in approximately 5 years and is committed to this timeline through its lease with the landowner. When the lease expires, the school will have to have its new facility open. It is very urgent that the school find a new location to alleviate the safety and traffic concerns and dangers associated with its current location.

If the project is awarded a grant, the school has an Owner's Representative in place for this phase of work. AHS is prepared to begin the remainder of the process to competitively procure subsequent phases of Owner's Representative work and

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other consultants and begin design as soon as possible. The proposed schedule would complete and open the school by fall of 2017. Preliminary road grading for site access is already complete. The Twin Buttes developer, CDOT and City of Durango have agreed that required highway intersection improvements (for entry into the development) will be complete by fall of 2015. Site utilities such as water and sewer are installed near the site and will be extended pending design input from the school. The applicant would like to request that the above off-site improvements and land acquisition be considered part of the applicant's match contribution, outside of the B.E.S.T. project request. Per the current land exchange agreements, AHS currently owns the temporary site. Twin Buttes is required to provide a permanent site in exchange for title to the temporary site.

U2. SAFETY & SECURITY

The 2 separate buildings and lack of visual supervision leads to a risk of security issues or intruders in the school. The urgency is high and should be corrected within one year. The importance factor is high with regards to life safety. The outdoor student traffic is also a high-urgency issue due to the amount and frequency of students walking along high-traffic areas.

U3. FIRE SAFETY

The urgency for correction of the fire lane issue is moderate and should be remedied within a year. The importance factor is high with regards to life safety.

U4. EDUCATIONAL SUITABILITY

The modular classrooms and learning spaces are not adequate for this particular project-based curriculum and should be corrected. The urgency is low (to be corrected within 3 years.) The importance factor is high with regards to educational adequacy. The current site limits the ability to provide a first class education and also presents safety concerns with regard to outdoor activities.

U5. CROWDING

The current site is inundated with pedestrian traffic made up of students walking between modulares, students walking from the remote lot, and students having outdoor time in the parking lot. Combined with vehicle stacking, access road traffic, service delivery trucks, and emergency vehicle loops, it is only a matter of time before there is a pedestrian-vehicle accident. As the school population continues to grow, the number of students as well as the vehicle counts will also increase, making the urgency of the situation greater every year. The more frustrating traffic becomes on the site, the more parents will resort to dropping off on the highway. It is extremely urgent that the school find a permanent location that provides adequate separation of students, their outdoor projects and vehicles.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Existing Project Non-Compliance and Proposed Compliant Solutions:

The current facilities do not meet standards in the following School Construction Guideline Categories and will be corrected with a new facility as follows:

CDE 3.3 A continuous unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge...

Adequate outdoor space for school evacuation would be provided at the new school site with a compliant and safe route to the public way.

CDE 3.8 An Event Alerting and Notification System / Intercom phone system

The new school will provide complete video monitoring and P.A. / event notification systems and a monitored fire alarm system.

CDE 3.9 Secured facilities including a main entrance and signage directing visitors to the main entrance door.

The new school will have a clearly-defined main entry with secured access through the administrative suite during the day.

The admin suite will have an unobstructed view to the entry, parking and approach to the school.

CDE 3.10 Safe and secure electrical service

The new project will allow for new, energy efficient lighting, adequate technology, and safe amounts and locations of power and data outlets to eliminate extension cords and other hazards. All electrical panels will be secured and inaccessible to students.

CDE 3.18.1 Physical routes for basic modes of traffic should be separated from one another...

The new school facility can provide service, emergency vehicle and parent vehicle circulation separate from general student pedestrian traffic and drop-off location.

CDE 3.18.1 If schools are located on busy streets or high-traffic intersections,... provide adequate signage, traffic lights and

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crosswalk signals... include planning for dedicated turn lanes.

The current site has none of these safety precautions, so moving the school to a new site will be beneficial.

CDE 3.18.3 Provide an adequate driveway zone for stacking cars on-site...

The new school site will provide a stacking loop separate from the parking lot and one that does not cross student paths or recreation areas.

CDE 3.18.5 Provide well-maintained sidewalks and a designated safe path leading to the school entrance...

The new school site will provide full sidewalks to all necessary areas on the site and clearly marked drop-off zones and emergency access lanes.

CDE 3.18.6 Building service loading zones and docks should be independent from other traffic and pedestrian crosswalks...

The new school site will provide a separate service traffic area.

CDE 3.18.8 Fire lanes shall have red markings and "No Parking" signs posted.

The new school site will provide clearly-defined fire lanes.

CDE 3.18.9 Restricting vehicle access at school entrances.

The new school facility will include a main entry physically protected from vehicle access.

CDE 3.19.1 New school sites should be selected that are not adjacent or close to...major highways...liquor stores...

The new school site will provide a location over ½ mile away from the currently adjacent Highway 160 and the adjacent liquor store.

CDE 3.19.2 Clear lines of sight from a single vantage point...

A new design for the administrative area would provide supervision of the main entry and the school parking lot. The admin suite will have an unobstructed view to the entry, parking and approach to the school.

CDE 4.12 Daylight and views shall be incorporated...

Classrooms at the new school will allow daylight into each space and views to the exterior for the classrooms. There will also be an opportunity for operable windows in the classrooms.

CDE 4.12.2 Classrooms should provide 32 square feet per student.

Classrooms at the new school will provide adequate square footage per student.

CDE 4.12.15 Cafeteria / multipurpose room to support the school and community...

The cafeteria (Commons) will be adequately sized for the number of students.

CDE 5.1 Facilities that conserve energy through High Performance Design...

The new school facility will incorporate high performance design, namely, more efficient HVAC systems, highly insulated building envelope and windows, daylight harvesting, and efficient lighting and plumbing fixtures.

CDE 5.1.4 Reduced building footprints

The new school facility will occupy two floors and cover less site area than the current pair of modular buildings.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Animas High School adheres to a rigorous budgeting and financial reporting process, reviewed quarterly by the BOD and our executive team, which ensures any emergent facility needs and expenditures are immediately identified and allocated. For the past 5 years, Animas High School has been a fiscally sound entity and the school has consistently maintained positive net assets and generated a positive fund balance carry forward. AHS has successfully bore the costs of 4 major facility remodels all while continuing to meet programmatic and growth needs for our organization. Animas High School has expended an annual average of \$90,000 per year from 2009-2013 on leasehold improvements and has funded approx. \$360,000 in total renovations and improvements to our current campus. Additionally, Animas High School receives capital construction funding from the state's Department of Education as a "qualified charter school." The 2014-15 allocation for Animas High School is \$37,656. The per pupil operating revenue is \$8,156.09. At minimum, \$100 per student (\$31,200) annually, will be committed to facilities maintenance.

An expectation at Animas High School is that students work with staff to keep our campus clean and in good repair as part of our community's commitment to a "Culture of Excellence." The school engages the services of a maintenance and custodial team that is charged with maintaining our building's cleanliness and making immediate repairs to our facility. Professional tradespeople from our community are contracted to tackle major improvement and repair efforts. Moving forward, Animas High School is confident in our maintenance and renewal strategies that have proved historically appropriate and achievable.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

Prior to opening the school in 2009, Animas High exhausted its search for a suitable school location and chose to temporarily locate in a partially-vacant strip mall. Since that time the school continued to diligently pursue any empty school district building space to no avail and has been pursuing financing alternatives. After the City of Durango and CDOT expressed high concerns regarding the safety of the strip-mall location, Animas High School purchased 2 modular classroom buildings. The school relocated to another temporary site adjacent to State Highway 160, at the entrance to the emerging Twin Buttes mixed-use development, in hopes of partnering with the land owner to eventually construct a new school in the development. Without BEST funds, the school will not be able to provide a permanent, safe and secure learning environment for its students. The former retail building was not suitable for a school: the overall size was too small; there were numerous traffic hazards, there was no outdoor space, and there was inadequate parking. The risks became so urgent that the school was forced to relocate to another temporary site with very similar concerns. The current temporary site is not suitable for a permanent school location.

Current Grant Request:	\$9,992,102.25	CDE Minimum Match %:	25
Current Applicant Match:	\$3,330,700.75	Actual Match % Provided:	25
Current Project Request:	\$13,322,803.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$32.00
Total Project Costs:	\$13,322,803.00	Escalation %	5
Affected Sq Ft:	39,000	Historical Adverse Effect?	No
Affected Pupils:	312	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$342	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$42,701	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	125	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
Capital Campaign	The facility would be sold or turned over to the local Public School District, Durango 9R.		

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	155.43
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	155.43

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %: 100

Charter School Capital Construction Funding: \$52,819.00



1580 LOGAN STREET, SUITE 210
DENVER, COLORADO 80203
Tel: 303-866-3299 Fax: 303-866-2530
www.csi.state.co.us

CHARTER SCHOOL INSTITUTE

February 9, 2015

Scott Newell
Principal Consultant
Division of Capital Construction Assistance
Colorado Department of Education
1580 Logan St, Suite 310
Denver CO 80203

Subject: Letter of Support for Animas High School's Application for BEST Funds

Dear Scott:

On behalf of the Charter School Institute, I am writing to urge your approval of the BEST grant application from Animas High School.

As one of CSI's highest performing schools, Animas has an urgent need for a permanent, safe location to house the quality education provided to the youth of Durango. In fact, Animas High's curriculum has influenced all of Durango's secondary education options, and Animas has an excellent relationship with the local district.

CSI believes that when you examine the application from Animas High School, you will agree that the school has done its due diligence in planning for the most affordable and appropriate location for its permanent school. Through local support, Animas High has undertaken a master planning process, site selection process, and funding assessment. Funding from the BEST program will Animas to extend its quality education in a safe and suitable building.

In addition, Animas has even received a letter of support from its local school district, further underscoring the excellent relationship and academic achievement Animas High School has fostered in the community.

I urge your support of Animas High's proposal.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Ethan Hemming', is written over a light blue horizontal line.

Ethan Hemming
Executive Director



Dan Snowberger
Superintendent of Schools

February 10, 2015

Scott Newell
Principal Consultant
Division of Capital Construction Assistance
Colorado Department of Education
1580 Logan St, Suite 310
Denver CO 80203
Subject: Letter of Support for Animas High School's Application for BEST Funds

Dear Mr. Newell and Board of Directors:

I am writing in strong support of Animas High School and its need for a permanent, safe location for the quality education it provides to our region's youth. Their enormous success, while previously operating out of a partially remodeled strip mall and now in modular buildings, is nothing short of amazing. The model offered at Animas High School provides one more choice for students in Durango and fits well with our small learning communities model offered in our own district high schools. We are fortunate to have them as partners in Durango.

Animas High has been working hard toward securing a final home for their school. It has worked closely with the community in seeking support for a more permanent campus. Funding from the BEST program will enable the small community of Durango to offer its students a quality education in a safe and suitable facility.

I urge your support of Animas High's proposal. Thank you for your consideration.

Sincerely,

Dan Snowberger
Superintendent



COLORADO
Department of Transportation
Region 5

Traffic & Safety
3803 N. Main Avenue, Suite 100
Durango, CO 81301

February 5, 2015

Scott Newell
Director of Division of Capital Construction Assistance
Colorado Department of Education
1580 Logan St., Suite 1310
Denver CO 80203

RE: US 160 - Proposed Animas High School Relocation into the Twin Buttes Development

Dear Scott,

I am writing this email to support your efforts to relocate the Animas High School at 20091 U.S. 160, Durango, CO 81301 to the interior of the Twin Buttes Development.

CDOT issued Access Permit 513030 on August 16, 2013 to Twin Buttes. The Permit recognizes the current location of the School to occupy the existing modular classroom buildings. At that time, it was understood that the school would work to find a more suitable site for the school in the interior of the Twin Buttes Development. We are pleased that the School has finally located a proposed new site. Currently, CDOT is working with the Twin Buttes Developer to complete the construction of the final configuration of the US 160 access location for Twin Buttes which the School will use.

CDOT perceives that this new site is much safer than the existing site. The traffic volumes at the current location, which is near a very busy highway, are very high. The current student parking location which is remote to the school, is too small and too close to the highway. Also, some parents drop off their kids at an unsafe location on the highway despite signs on the highway prohibiting this drop off location. School Staff have done a wonderful job implementing a student drop-off/pick-up circulation plan, but some parents disregard this plan.

Overall, moving the School to the interior of the Twin Buttes Development and farther from the highway will alleviate these safety concerns.

CDOT fully supports the proposed new school location and will continue to work with Twin Buttes and their efforts to complete the access improvements at the highway this Spring/Summer. Please contact me if you have any questions.

Sincerely,

James B. Horn, P.E.
Traffic Resident Engineer/Access Manager

CC: Permit 513030





Department of
Community Development

February 11, 2015

Scott Newell
Principal Consultant
Division of Capital Construction Assistance
Colorado Department of Education
1580 Logan St, Suite 310
Denver CO 80203

RE: Animas High School at 20091 U.S. Highway 160 West

Dear Mr. Newell,

The City of Durango is supportive of the proposed BEST grant for the relocation of Animas High School away from its temporary location to a permanent location.

Ever since AHS had to move to its temporary location on US 160 West, the City has had major concerns with Animas High School being located at its current location for many reasons, including the location itself, its proximity to the highway, the student drop off logistics, and parking.

1. The School is located along State Highway 160, a busy stretch of Highway in La Plata County located just where speed limits increase or decrease, depending upon whether you are departing or arriving in Durango. Locating a school along a major highway was not an ideal move in the eyes of the City. Some students are being dropped off on the side of the highway near the school rather than on-site.
2. There is no outdoor recreation area for the students who are in the path of emergency vehicles and private traffic. The site is significantly constrained by the highway, the creek, steep slopes, and construction traffic on its primary access/connector road.
3. An associated concern with Animas High School being located at this property is the remote parking and students walking along the connector road without sidewalks.

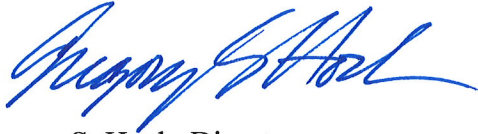
Department of Community Development, Gregory S. Hoch, Director
1235 Camino del Rio
Mailing: 949 E. Second Avenue, Durango, CO 81301-5109
970-375-4850 voice, 970-375-4848 fax

4. The modular classroom buildings are located very close to the boundaries of a FEMA designated 100 year flood plain, only a few feet from Lightner Creek which runs along the property's frontage.

For all these reasons the City is supportive of Animas High School relocating its campus to a better, safer, more conducive property for a high school.

Should you have any questions or comments, please call me at 375-4859.

Very truly yours,



Gregory S. Hoch, Director
Durango Community Development Department

C: Durango City Manager Ron LeBlanc
Project File

• **Facilities Impacted by this Grant Application** •

Durango 9-R - ES Fire Suppression Emergency Generators - Florida Mesa ES - 1959

School Name: Florida Mesa ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	60,405
Replacement Value:	\$15,958,444
Condition Budget:	\$5,572,848
Total FCI:	34.92%
Energy Budget:	\$0
Suitability Budget:	\$1,542,000
Total RSLI:	23%
Total CFI:	44.6%
Condition Score: (60%)	3.31
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.49
School Score:	3.78



Durango 9-R - ES Fire Suppression Emergency Generators - Sunnyside ES - 1962

School Name: Sunnyside ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	52,935
Replacement Value:	\$14,005,212
Condition Budget:	\$3,478,908
Total FCI:	24.84%
Energy Budget:	\$0
Suitability Budget:	\$1,203,700
Total RSLI:	23%
Total CFI:	33.4%
Condition Score: (60%)	3.63
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.18
School Score:	3.85



Durango 9-R - ES Fire Suppression Emergency Generators - Fort Lewis Mesa ES - 1961

School Name: Fort Lewis Mesa ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	53,254
Replacement Value:	\$14,186,682
Condition Budget:	\$5,778,666
Total FCI:	40.73%
Energy Budget:	\$0
Suitability Budget:	\$296,900
Total RSLI:	23%
Total CFI:	42.8%
Condition Score: (60%)	3.44
Energy Score: (0%)	2.84
Suitability Score: (40%)	4.62
School Score:	3.91



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: LA PLATA

Project Title: ES Fire Suppression Emergency Generators

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Fire Suppression Pump Back-Up |

General Information About the District / School, and Information About the Affected Facilities:

Durango School District 9-R serves both rural and urban communities. Fort Lewis Mesa Elementary, Sunnyside Elementary, Florida Mesa Elementary, and Animas Valley serve as community centers for farming, ranching, and urban neighbors. Similarly each in-town elementary school, Park Elementary, Needham Elementary, and Riverview Elementary reflect their neighborhoods' unique character and history. Miller Middle School, in the heart of the city of Durango, is the next step for students from Animas, Needham, and Riverview, on the north end of the District, and Escalante Middle School to the south, accepts students from Florida Mesa, Fort Lewis Mesa, and Sunnyside. Durango Big Picture High School is the newest and most innovative school in the District. This high school is dedicated to "educating one student at a time" and utilizes a non-traditional education while it's career and technical education, business, and fine arts programs offer students a wealth of opportunities. Durango High School has just over 1000 students and it has a diverse student body that has a proud history of academic, arts, and athletic achievement. Safety issues are a high priority for the facilities maintenance department and with the help of the local fire and rescue authority we strive to be prepared for any emergency. Our rural schools average 20 miles from the nearest full-time staffed fire station and response times are much higher for emergencies at these schools. We are applying for this grant to help us reduce the risk to our students and facilities at these rural schools and give them as much fire protection as we have at our in-town schools.

Deficiencies Associated with this Project:

Three rural elementary schools have domestic water wells. Because the domestic water system is not sufficient to put out a fire, they all have water tanks and pumps for fire suppression. But when the electricity is out, the building becomes an unprotected building and requires us to schedule round-the-clock fire watch. The situation is also critical because of the response times of emergency personnel. Our rural schools are isolated and have an even greater need for immediate response safety systems.

Proposed Solution to Address the Deficiencies Stated Above:

Three generators would be provided, one for each school. The sizing of the generators is determined by code to ensure that the fire suppression pumps have enough power to start up immediately. Reduced voltage fire pump controllers allow us to use a smaller generator because they allow a "soft start". This is the least expensive but still reliably effective option that will allow us to comply with NFPA 20 and the NEC.

How Urgent is this Project?

Currently the fire suppression pumps are connected directly to transformers and will work as long as there is electric power. But there are many conceivable situations,(i.e. lightning, accidents involving a power pole), that could start a fire and cut power at the same time. There is also a cost to the district to provide fire-watch personnel during power outages. As with all safety equipment, the urgency is to get it in place before the next accident.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

How Does this Project Conform with the Public School Facility Construction Guidelines?

3.1.9.All projects shall be constructed and maintained in accordance with the codes and regulations as currently adopted by the Colorado Division of Fire Prevention & Control in 8 CCR 1507-30, which incorporates current building, fire, existing building, mechanical, and energy conservation codes.

The Colorado Division of Fire Prevention and Control requires schools to conform to NFPA.

This project allows us to conform to NFPA 20, 9.3.2 concerning Fire Protection Pumps. "Other Sources. Except for an arrangement described in 9.3.3, at least one alternate source of power shall be provided where the normal source is not reliable."

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Durango School District has a preventative maintenance program that automatically issues work orders every 6 months for generator inspection and maintenance. During maintenance the technician assures that the generator has been performing regular start-up tests and completes a checklist of maintenance items. The documentation for the inspection and maintenance of the generators is asked for at the yearly fire department inspections. Durango School District Capital Project budget average over the last 4 years is \$2,116,993. Our five year capital plan will include PM costs and a sinking fund for future replacement of these generators.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

N/A

Current Grant Request:	\$62,498.31	CDE Minimum Match %:	79
Current Applicant Match:	\$235,112.69	Actual Match % Provided:	79
Current Project Request:	\$297,611.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$289.00
Total Project Costs:	\$297,611.00	Escalation %	0
Affected Sq Ft:	166,594	Historical Adverse Effect?	No
Affected Pupils:	662	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$2	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$450	Who owns the Facility?	District
Sq Ft Per Pupil:	252	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		N/A	

District FTE Count:	4,148	Bonded Debt Approved:	
Assessed Valuation:	\$1,357,490,350	Year(s) Bond Approved:	
PPAV:	\$327,224	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$11,202,096	Year(s) Bond Failed:	

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Median Household Income:	\$56,552	Outstanding Bonded Debt:	\$61,525,000
Free Reduced Lunch %:	31	Total Bond Capacity:	\$271,498,070
Existing Bond Mill Levy:	6.04	Bond Capacity Remaining:	\$209,973,070
Five Year Change in Buildings to Current Revenues %:	9.65		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	276.31		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	98.2		
Charter School Capital Construction Funding:	\$0.00		



Durango Fire Protection District • Fire Prevention Bureau

142 Sheppard Drive • Durango, Colorado 81303 • 970/382-6000 • Fax 970/382-6028

March 31, 2014

Ed Webb
9R School District
201 E. 12th Street
Durango, Colorado 81301
(970)247-5411 ext 1458
ewebb@durango.k12.co.us

RE: Lack of Emergency Generators and/or Capacity at Sunnyside Elementary, Florida Mesa Elementary and Fort Lewis Mesa Elementary

Dear Mr. Webb,

It has been brought to the attention of Durango Fire Protection District and Fort Lewis Mesa Fire Protection District that Sunnyside Elementary, Florida Mesa Elementary and Fort Lewis Mesa Elementary lack adequate emergency generators or generator capacity to meet the requirements needed to activate the fire pump for the automatic sprinkler system. The schools each use a cistern and fire pump to serve the sprinkler system and there is currently no ability for this life safety system to activate in the event of a power outage. NFPA 20 provides guidelines to the requirements for a fire pump. Although the systems were installed a number of years ago, Section 1.4.2 states that in “cases where the authority having jurisdiction determines that the existing situation presents an unacceptable degree of risk, the authority having jurisdiction shall be permitted to apply retroactively any portions of this standard deemed appropriate.” It should be noted that Durango Fire Protection District and Fort Lewis Mesa Fire Protection District assumed that the fire pumps were supported by an emergency generator.

Fort Lewis Mesa Fire Protection District (Chief Anderson) and Durango Fire Protection District (Fire Marshal Hanks) have evaluated these 3 schools in terms of location, water supply and response time to determine that we believe that the existing situation presents an unacceptable degree of risk to our community and firefighters. All three of these schools are not in locations with hydrants and a tanker shuttle is required in the event of a fire incident. The schools are currently dependent on the sprinkler system operating due to lack of water, response times, and the rural location of the schools. Based on the items above, Durango Fire Protection District and Fort Lewis Mesa Fire Protection District, as the AHJ's, are **requiring that the generator requirements be met.**

NFPA 20 Chapter 9 states that at least one alternate source of power shall be provided where the normal source is not reliable. All three schools are in locations where the source power has experienced shutdowns of longer than 4 continuous hours in 2014. The alternate source of power is permitted to be provided in the form of a generator.

Durango Fire Protection District will operate as the fire inspector and plan reviewer for this project even though one of the schools is in the Fort Lewis Mesa Fire Protection District per a request from Chief Anderson. Durango Fire Protection District employs two individuals certified by the State of Colorado as Fire Inspector III to perform the plan reviews and fire inspections.

Fire Marshal Karola Hanks 382-6023
Deputy Fire Marshal Dave Strobel 382-6027
Fire Inspector George Surmi 382-6025 • Fire Inspector Steve Harris 382-6026



Durango Fire Protection District • Fire Prevention Bureau

142 Sheppard Drive • Durango, Colorado 81303 • 970/382-6000 • Fax 970/382-6028

If there are any questions regarding this letter or the requirements please feel free to contact me at (970)382-6023.

Respectfully,

A handwritten signature in black ink, appearing to read "K. J. Hanks".

Fire Marshal Karola J. Hanks

ICC Plan Reviewer 5318047

ICC Fire Inspector I 5318047

State of Colorado Fire r I CFI-05-0128 Suppression System Inspector 08-581

State of Colorado Public School Program Fire Inspector III – Plans Examiner 07-0082

CFEI 17288-9436

Fire Marshal Karola Hanks 382-6023

Deputy Fire Marshal Dave Strobel 382-6027

Fire Inspector George Surmi 382-6025 • Fire Inspector Steve Harris 382-6026

• Facilities Impacted by this Grant Application •

Durango 9-R - ES Roof Replacement - Park ES - 1956

School Name: Park ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	71,019
Replacement Value:	\$18,674,397
Condition Budget:	\$5,401,511
Total FCI:	28.92%
Energy Budget:	\$0
Suitability Budget:	\$2,393,100
Total RSLI:	23%
Total CFI:	41.7%
Condition Score: (60%)	3.61
Energy Score: (0%)	3.33
Suitability Score: (40%)	4.13
School Score:	3.82



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: LA PLATA

Project Title: ES Roof Replacement

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Durango School District 9-R serves both Rural and Urban communities. Forth Lewis Mesa Elementary, Sunnyside Elementary, Florida Mesa Elementary, and Animas Valley serve as community centers for farming, ranching, and urban neighbors. Similarly each in-town elementary school, Park Elementary, Needham Elementary, and Riverview Elementary reflect their neighborhoods' unique character and history. Miller Middle School, in the heart of the city of Durango, is the next step for students from Animas, Needham, and Riverview, on the north end of the District, and Escalante Middle School to the south, accepts students from Florida Mesa, Fort Lewis Mesa, and Sunnyside. Durango Big Picture High School is the newest and most innovative school in the District. This high school is dedicated to "educating one student at a time" and utilizes a non-traditional education while it's career and technical education, business, and fine arts programs offer students a wealth of opportunities. Park Elementary School is a current focus for upgrading a portion of the school building roof. The building is in sections of original and several additions. Two of the sections are requiring intense maintenance. They are well out of warranty and have been patched and repaired several times. Leaks in these classrooms and administration areas have become common. Everyone is excited for Park Elementary to be next on the list.

Deficiencies Associated with this Project:

Durango 9R Roofing Maintenance and Upgrade Program identified two roof areas of Park Elementary for 2015. Roofing these areas will complete the replacement of older, high maintenance, original installation, 'Asphalt Emulsion' surfaced, APP Modified Bitumen membrane roofs. The 'Dew Point' is being reached within the roofing system, due to a lack of Building and Roof insulation. Ponding water and ice build up migrates into and through the system degrading and stripping the asphaltic content, reducing effective protection of the membrane, resulting in continual leaking, building material and finish damage.

Proposed Solution to Address the Deficiencies Stated Above:

In accordance with Durango SD 9R Roofing Guidelines Document for installation of a 20 year Warranted roof system, the roofing membrane, base sheets, all curb flashings, penetration flashings and boots, cap metal, any damaged unsuitable insulation, will be removed to existing insulation board, or structural wood decking as required, from the two areas of roofs identified as Annex Roof, and Administration Wing. Existing wood decking and joists are visible and show no evident of impairment. Damaged Insulation will be removed, if required, deck inspected and upgrades implemented as appropriate, and matching insulation installed. A new 2" layer of Roofing system approved insulation, and 1/2" Gypsum Core Cover Board, installed with joint staggered, mechanically fastened, maintaining existing 1/8-1/4" slope w/cracks in valleys to drains & around equip't bases. Next, install Fully Adhered 45 mil 'Kee' Ketone Ethylene Ester membrane meeting ASTM D6754-02. System installed per FM Class A I-90, UL Class A.

How Urgent is this Project?

These roofs have been identified as roofs to be replaced previously. Restrictive Budgets have addressed roofs on a priority list according funds and need. These roofs have been scheduled as part of 2015 roofing projects. Warrantees are expired,

BEST FY2015-16 GRANT APPLICATION SUMMARIES

with high maintenance requirements, and risk of building and material damage. Replacement should be accomplished during the School Summer Break to avoid disturbance to classes and unnecessary risk to occupants.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Project conforms to Public Schools Construction Guidelines, Reference Article 4,4.1 Roofs,4.1.2 Roofs,4.1.2.1 Low Slope, 4.1.2.1.3 PVC Adhered/Mechanically Attached. System is re-roof of existing. Structure is sound. No structural work required. No additional slope is required to create flow to drains.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The Durango 9R engaged an Architect/Roof Consultant to Assess and Evaluate all School Building Roofs. Building roofs have been prioritized and reviewed in order. Roofs properly maintained will remain useful beyond the Warranty Period or warranty options are exercised. Maintenance Guidelines are required submittal with new roofs and replacements. Maintenance guidelines and Warranties are provided to the Maintenance Department in a binder for implementation and review. Roofs are reviewed each spring and fall. Roof costs, life expectancy, replacement costs are entered into Capital Renewal Budgets. Capital Renewal Reserve is funded in accordance with Proportional roof costs. Replacement costs are depreciated in accordance with life expectancy and funds are identified in Capital Renewal Budgets as committed funds. Life expectancy of roofs coincides with warranty duration, but can be adjusted if roofs continue to perform.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

N/A

Current Grant Request:	\$27,174.00	CDE Minimum Match %:	79
Current Applicant Match:	\$102,226.00	Actual Match % Provided:	79
Current Project Request:	\$129,400.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$289.00
Total Project Costs:	\$129,400.00	Escalation %	0
Affected Sq Ft:	14,410	Historical Adverse Effect?	No
Affected Pupils:	475	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$9	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$272	Who owns the Facility?	District
Sq Ft Per Pupil:	30	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		N/A	

District FTE Count:	4,148	Bonded Debt Approved:	
Assessed Valuation:	\$1,357,490,350	Year(s) Bond Approved:	
PPAV:	\$327,224	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$11,202,096	Year(s) Bond Failed:	
Median Household Income:	\$56,552	Outstanding Bonded Debt:	\$61,525,000

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:	31	Total Bond Capacity:	\$271,498,070
Existing Bond Mill Levy:	6.04	Bond Capacity Remaining:	\$209,973,070
Five Year Change in Buildings to Current Revenues %:	9.65		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	276.31		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	98.2		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Lake County R-1 - MS Gym Floor Abatement - Lake County MS - 1977

School Name: Lake County MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	142,616
Replacement Value:	\$43,217,125
Condition Budget:	\$16,272,003
Total FCI:	37.65%
Energy Budget:	\$49,916
Suitability Budget:	\$2,638,500
Total RSLI:	19%
Total CFI:	43.9%
Condition Score: (60%)	3.17
Energy Score: (0%)	1.56
Suitability Score: (40%)	4.50
School Score:	3.70



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: LAKE COUNTY R-1

County: LAKE

Project Title: MS Gym Floor Abatement

Previous BEST Grant(s) Funded: 5

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Abate and replace gym floor; replace handrails |

General Information About the District / School, and Information About the Affected Facilities:

Lake County School District's preschool-12th grade student population is almost 1,100 students. We sit at 10,152 feet in elevation in the Mountains where long winters complement our rugged terrain. Many of our students face difficult challenges. We know that access to a high-quality, rigorous education will also offer them the opportunity to overcome those challenges and become successful, contributing members of society. To better understand our district it is helpful to know something about our students. Around 73% of our students qualify for free and reduced lunch; about 35% percent of our students are learning English as a second language. We are in many ways a bedroom community to local ski resorts in neighboring Summit and Eagle Counties. Many of our parents travel close to an hour one-way to work leaving their children in our care.

Our district is engaging in intensive reform to ensure that all students receive a high-quality education and graduate prepared to go to college or embark on a career. We are proud to say that our most recent district accreditation rating demonstrates that our reforms are working; we moved our accreditation rating from priority improvement up to improvement. We still have work to do, but are on the right path. Our reforms include partnering with the learning organization Expeditionary Learning to ensure that our students are deeply engaged in high level instruction. Within our instructional model we believe that high-quality learning experiences are active, challenging, meaningful, community-oriented and collaborative. We adopted a new model of English language instruction known as co-teaching. This approach supports all of our teachers to become skilled at using strategies that support our English language learners. We have also joined the Colorado Department of Education's Turnaround Network to help focus our work and connect with resources.

We are improving our district systems to support student learning. Whether we are working on budgets, capital planning or improving processes, we ask important questions about how the changes will benefit student learning. Our goal for our building maintenance program is to provide safe, healthy spaces that are supportive of and conducive to learning. This year we implemented a new software system to make sure that all maintenance requests are tracked and addressed. Through this system all of our employees become the eyes and ears of maintenance as anyone can enter a request or work order. This allows us to be aware of, prioritize and address maintenance needs across the district. This system also helps us to ensure that we have a systematic way to track preventative maintenance and ensure it is completed on schedule. We'll also use this data to inform our capital planning. This is an example of how we are being proactive to ensure that our buildings not only well maintained, but also safe, healthy positive learning environments.

This BEST proposal focuses on Lake County Intermediate School. This school is leading our reform efforts. The principal is proactive and inspiring. In all things, including facilities, she sets high expectations. Under her leadership, the art teacher, working alongside the 3rd-6th grade students, has taken on the mission of beautifying the school. She and the kids are painting grade-level numbers, designs and images on the walls to make it a more inviting environment. We have a new

BEST FY2015-16 GRANT APPLICATION SUMMARIES

custodian in the building who works daily to make it a clean, safe and healthy environment. We have assigned individuals on our maintenance staff to specific buildings to facilitate a sense of ownership. The maintenance technician in charge of this building is conscientious and takes pride in his work. All of these intentional efforts support ongoing maintenance of the building as well as foster the belief that we are all crew on this ship; there are no passengers. It is everyone's responsibility to chip in and take care of our space.

Deficiencies Associated with this Project:

The gymnasium at Lake County Intermediate School (LCIS) (formerly known as Lake County Middle School) is an important resource for our students and staff, our school operations and our community. It is an open, sizeable space with lots of court space for activities and a considerable track bordering the space. For the school, it is a "multi-purpose room" that serves as our gym for PE classes, our cafeteria for lunch and our auditorium for day and evening performances. For the community we have open gym nights where you'll find community members playing basketball, walking or jogging on the track and using the weight room and racquetball courts in the upper mezzanine. On Friday nights in the winter we hold youth basketball for 1st-6th grade students in the gym from 5:30-9:00. This year 120 students participated and we estimate that 300-350 people come through the gym on those evenings. On these evenings we have three separate youth basketball games running all evening. As one game finishes another begins. It is a major winter happening for many of our families. In short, this is a space that is consistently used and incredibly important to the health and well-being of our students and community.

Unfortunately, the flooring of the gym has deteriorated badly and has become a serious health and safety concern. The current floor is a Mercury-catalyzed polyurethane (MCPF) material. MCPF was manufactured by several different companies from 1962 to the present. Many of the floors initially contained 500 – 1,100 parts per million (ppm) of mercury, when they were first installed. Over the years the level of mercury in the flooring declines due to mercury vaporizing from the floor. This type of flooring is a spongy material with a rubber-like coating. In our case it is badly worn. There are rips in the material from the long use of the room as a multipurpose room. In addition to the larger safety concerns regarding the flooring materials, the rips themselves have become a tripping hazard. Leadville has long winters and in past years track practice and meets were held in the gym. The condition of the floor has become so poor that track meets are no longer possible in this area.

In addition to the serious health and safety hazard that the floor poses there is also a need to replace stair tread, landing tiles, handrails and guardrails in the gym to bring them up to current safety standards.

The attached report from Weecycle Environmental Consulting Inc. demonstrates the deficiency of the floor. This deficiency has implications for the health and safety of our students, staff and community members every day. The Weecycle inspector noted that, "the flooring materials are deteriorating and wearing in many locations throughout the gym and wrestling room." On January 3, 2014 Wee Cycle took samples from the gymnasium floor. The two samples came back with mercury concentration of 2.0 mg/l and 5.5 mg/l and a detection limit of 0.0014 on both. The report specifies that, the sample results indicated that mercury concentrations fall above the designated 0.2 mg/l, hazardous waste levels for mercury in leachate.

The report further identifies the deficiency indicating that there is, "No known technology is designed to remove or recover the mercury from the flooring. Therefore, it needs to be treated as hazardous waste when removed." Further, "covering existing flooring with new flooring does not eliminate the issues that are associated with mercury vapors. In addition, floor coverings may become contaminated and require special handling when removed." These two facts from the report indicate that the solution required must fully address all safety and health concerns.

A separate attached report from Weecycle indicates that asbestos is present in the floor tile on the stairwell. That report declares that prior to demolition or renovation activities these building materials must be removed by a licensed asbestos abatement contractor accredited under Section 206 (b) of the AHERA act and by the Colorado Department of Public Health and Environment Regulation No. 8. It is the responsibility of the owner to meet the requirements as stated in Federal Regulations 40 C.F.R. 763.84 and Colorado Regulation No. 8. This is one more indicator of the health and safety deficiencies in the gym.

Proposed Solution to Address the Deficiencies Stated Above:

To pursue a solution the school district has worked with our owner's representative NV5, an environmental consulting firm,

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Weecycle and an architectural firm, H+L to complete the necessary planning for the project. We are proposing completing the necessary abatement, replacing the flooring, stair tread and landing tiles as well as any handrails and guardrails to ensure that the gymnasium is a safe and healthy environment.

Weecycle Environmental Consulting Inc. in their report made a recommendation for the removal of the mercury flooring during renovation of the school building. They offered specific recommendations for that process, "Weecycle recommends the contractor comply with OSHA methods ID-140 and ID-145 for monitoring mercury vapor and mercury particulate as well as NIOSH method 6009 for mercury, if renovation or demolition will disturb the mercury containing floorings." To this end we have obtained three separate bids (information attached) from three separate contractors, Excel Environmental, Hudspeth and ESA. In a separate report, Weecycle recommended the removal of floor tiles containing asbestos by a licensed asbestos abatement contractor.

Once removal is complete, we will resurface the floor area with an appropriate material. Through our planning process we recognized that because of the multi-use nature of this space it requires a high-quality, durable and resistant material that will withstand all of these purposes. We would like to use Robbins Flooring's 'Pulastic' series, specifically Pulastic series 110, of resilient athletic flooring. An attached letter from the architect who helped with planning indicates, "The Pulastic series is a patented product, and as such has no other competitor in the market. While Robbins Flooring does offer a lower grade product, that would be comparable to other manufacturers, we believe that the higher elastic and tear strength properties only available with the Pulastic line of products will provide the longevity the District needs in this multi-purpose space."

We also will make necessary replacements of stair treads, landing tiles, guard rails and hand rails. Bids for each these smaller, but important parts of the project are also attached and included in the budget. Before installing the new surface a vapor shield will be applied to ensure longevity of the new flooring.

How Urgent is this Project?

The urgency of this project cannot be overemphasized. The assessments involved in our planning process demonstrate that the floor is already failing. The Weecycle Environmental Consulting Inc. report indicates that, "Inhalation of mercury vapors is dangerous to the health of children and adults. Children can be exposed through inhalation, ingestion, or dermal absorption." The report goes on to describe the difficulties of disposing of this type of material, "The total mercury concentrations found in the analysis of samples taken by TCLP, fall above the designated 0.2 mg/l, hazardous waste levels for mercury in leachate, and will not be able to be disposed in a landfill in the State of Colorado." Our interest in abating and replacing these materials to promote the health and safety of our students, staff and community is immediate. We would like to begin work on this project as soon as we have funding.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Our project will meet or exceed the following portions of Article 4 of the Public Schools Construction Guidelines:

4.1.8: Facilities with safely managed hazardous materials. Potential hazardous materials in building components, which are identified in the Asbestos Hazard Emergency Response Act (AHERA) report, may include: asbestos, radon, lead, lamps and devices containing mercury. Additional hazardous materials may include: science chemicals, cleaning chemicals, blood-borne pathogens, acid neutralization tank for science departments, and bulk fuel storage (UST/AST) management that may be stored by the occupant.

4.1.8.1: Public schools shall comply with all AHERA criteria and develop, maintain, and update an asbestos management plan, to be kept on record at the school district. This should include a building survey of the exterior of the building, and identification of all friable, non-friable, and trace asbestos materials. Reference regulation Number 8, Control of Hazardous Air Pollutants, 5 CCR 1001-10. LCSD will meet or exceed all of the requirements of 4.1.8.1.

4.1.8.3: Lead based paint. All schools shall conform to the regulations adopted by the Colorado Air Quality Control Commission governing abatement of lead-based paint from target housing (constructed prior to 1978) and child-occupied facilities, reference C.R.S. 25-5-1101. LCSD will meet or exceed all requirements of 4.1.8.3.

4.3: Building site requirements. Functionality of existing and planned public school facilities for core educational programs, particularly those educational programs for which the State Board has adopted state model content standards. Capacity of existing and planned public school facilities, taking into consideration potential expansion of services for the benefit of students such as full-day kindergarten and preschool- and school-based health services and programs. LCSD exceed the site requirements in the impacted area.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

How Does the Applicant Plan to Maintain the Project if it is Awarded?

We plan to install a Robbins Pulastic floor in the LCIS gym, and plan to follow the maintenance procedures outlined by Robbins. These include the following phases: (1) New floor initial maintenance – treat with Pulastic Mat Cleaner per instructions; (2) daily cleaning – sweep and spot clean; (3) weekly cleaning – sweep and treat with Pulastic Mat Cleaner; (4) monthly cleaning – sweep, treat with Pulastic Mat Cleaner and scrub with rotary brush scrubber; (5) annual cleaning – inspect and address any needed changes to maintenance schedule. In the short term, our capital projects budget includes replacing the bleachers and the chairs used in the LCIS gym with equipment that will protect the new floor; the total budget for these purchases is \$19,000 and will be funded by the district in FY16. Going forward, we will budget for maintenance supplies as part of our ongoing maintenance budget. The current gym floor has lasted for 40 years and we expect a similar useful life for the new floor if we maintain and treat it correctly, which we plan to. As part of our long-term capital projects budgeting, we will include replacement of the new floor in range of year 2045-2055.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

Lake County Intermediate School was built in 1977. The building has been well maintained by the district and is in good condition. In 2004 a renovation project was conducted that included adding walls to an open-concept building to make enclosed classrooms. Windows were also added as part of this project. Last summer a project to update and improve the roof was started. Leadville sits at 10,152 feet in elevation and we have a short summer season for construction. That project was buttoned up to due to winter conditions and will be completed this coming summer.

Current Grant Request:	\$446,352.60	CDE Minimum Match %:	51
Current Applicant Match:	\$297,568.40	Actual Match % Provided:	40
Current Project Request:	\$743,921.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$133.00
Total Project Costs:	\$743,921.00	Escalation %	20.20
Affected Sq Ft:	24,710	Historical Adverse Effect?	No
Affected Pupils:	319	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$30	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$2,332	Who owns the Facility?	District
Sq Ft Per Pupil:	77	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		NA	

District FTE Count:	944	Bonded Debt Approved:	\$11,396,980
Assessed Valuation:	\$227,052,209	Year(s) Bond Approved:	12
PPAV:	\$240,521	Bonded Debt Failed:	\$18,000,000
Unreserved Gen. Fund FY12-13:	\$1,648,023	Year(s) Bond Failed:	08,11
Median Household Income:	\$45,082	Outstanding Bonded Debt:	\$11,511,979
Free Reduced Lunch %:	73.3	Total Bond Capacity:	\$45,410,442

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Existing Bond Mill Levy:	3.317	Bond Capacity Remaining:	\$33,898,463
Five Year Change in Buildings to Current Revenues %:	9.11		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	147.37		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	96.54		
Charter School Capital Construction Funding:	\$0.00		



BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

A waiver or reduction of the matching contribution for our current application would significantly enhance educational opportunity and quality within our school district by allowing us to spend general fund dollars on our turnaround reforms and improving student outcomes, rather than on capital projects. Out of three schools, our district has one school on Turnaround and one on Priority Improvement; both are entering year four or five on the accountability clock, and time is of the essence in turning them around. Our students *significantly* lag their peers in the state with regard to academic proficiency. We are also rising to meet the significant challenges presented by serving a population that is 73% FRL and 35% ELL. Both factors mean that we have extra and extraordinary costs that many districts do not face, such as maintaining a significant ELL program and providing extra supports for families living in poverty. Please see the [attached Diagnostic Review](#), conducted by CDE's Turnaround Network in May 2014, for a sense of our current challenges.

We are actively implementing a comprehensive reform and improvement plan in partnership with CDE's Turnaround

Network and other partners. Though the district has sought and received significant supplemental grant funding to support these efforts (see [attached funding list](#)), we are also devoting significant general fund resources to instructional materials and professional development to transform instruction. During FY15, we are budgeted to spend \$163,000 from our general fund on instructional materials and professional development. This level of investment will be required for at least another three to five years in order for us to drive lasting improvement to student outcomes. Quite simply, we are catching up from a decade during which investment in student learning was insufficient. Our classrooms have lacked basic supplies such as books and working computers for far too long—and we are spending every general fund dollar we possibly can to rectify this.

The current 51% match for the LCIS gym floor abatement project is approximately \$379,400. If this match were reduced even to 40%, the district would be able to spend an additional \$81,832 (the difference between a match of \$379,400 and \$297,568) on student and teacher needs in the classroom over the life of the project.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

The cost of complying with the match contribution would significantly limit educational opportunities within our school district by requiring the allocation of funds that could be spent on instructional improvements to capital projects. The match contribution for this project (51%) is a significant increase from our previous contribution requirement of 30%. This significant increase is a hardship for a variety of reasons.

In FY2011, the district transferred \$1M from the general fund into its capital projects fund. As the [attached capital projects forecast](#) demonstrates, this fund has served the district well to date and has funded multiple projects including our partnership with BEST to replace the LCIS roof. However, a 51% match for the current project (LCIS gym floor abatement) would lead to the rapid depletion of this fund. At this rate, the district will have to commit significant general fund dollars to replenishing its capital project funds as soon as FY17. In addition, starting in FY16, the district will be required to begin contributing \$100 per pupil to a capital renewal reserve for Lake County High School, per BEST's Capital Renewal Policy. This will require a \$45,000 annual set aside from the general fund for capital renewal.

Reducing or waiving the match contribution for this project would forestall the district's need to replenish its capital projects fund from the general fund. The benefits of this for the student experience are myriad. Every dollar that we allocate to capital projects is a dollar that we are not allocating toward leveled texts, Common Core-aligned curriculum, software, intervention programs or high quality teacher professional development. With our students so behind academically (only 26% of our third graders were proficient in reading per TCAP in 2014), the demands on our general fund dollars for improving instruction and outcomes cannot be overstated.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

The district plans to explore additional support to provide a match contribution for this project. Specifically, we are reaching out to the Department of Local Affairs and plan to contact Lake County to explore their ability to support the project. We also plan to pursue a USDA grant to help offset the match requirement for this project. In addition, as the [attached funding list](#) demonstrates, we have sought significant additional grants and donations to fund our operating and instructional improvement activities. This funding has decreased pressure on our general fund operating dollars, thereby also allowing us to maintain our capital projects fund rather than reallocating any portion of it back to the general fund for operating expenses.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Per Pupil Assessed Valuation is one of the most significant factors influencing our contribution match percentage; we are ranked 118 out of 178 districts, meaning that our PPAV is relatively high in comparison to other districts. Indeed, our county's assessed valuation has increased significantly, from \$142,410,921 for the 2013-14 funding year to

\$227,052,209 for the 2014-15 funding year. This significant increase is a result of the Climax Molybdenum mine beginning active production. However, due to Colorado's school funding formula, the increase in assessed valuation in Lake County has *not* significantly impacted the district's financial position.

The district's total program per pupil funding in the 2014-15 funding year is \$7,474, which is above the 2013-14 level of \$7,079, however this increase is a result of the reduction in the negative factor rather than an increase in assessed valuation. As comparison, the district's total program per pupil funding amount of \$7,757 in 2009-10 was materially above the 2014-15 level, yet in 2009-10 the county's assessed valuation was only \$106,506,314. Clearly, changes in assessed valuation do not materially affect the district's per pupil funding and therefore its overall financial position. We respectfully request that the BEST committee consider the fact that our increased PPAV does not equate to an increase in resources available to our contribution match for this project.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

In comparison to other districts, our bond mill levy—3.317 mills—is relatively low. This means that we rank 119 out of 178 districts in this area, a factor contributing to our higher match percentage. We believe this indication is misleading, however, because our low bond mill levy is a result of increased assessed valuation that is attributable to one very large taxpayer, the Climax Molybdenum mine. Leadville is keenly aware that mining is a volatile industry. When the mine closed in 1986, it had a devastating economic impact on the town. Our current assessed valuation presents the appearance of a low bond burden on our community and a high level of confidence about our economic future, however neither represent the entire picture.

Since 2008, only one out of three bond issues has passed in Lake County. In 2014, our local hospital put forth a mill levy increase that also failed. This result is evidence of the fact that our community is weary from the extensive commitment it made to our recent school bond that funded our BEST project at Lake County High School (thank you!). Our district ranks 70th out of 178 for Household Income and 15th for Free & Reduced Lunch percentage—both of which indicate the state of our community with regard to financial resources. Though our assessed valuation change may seem to indicate a rise in personal wealth, the rise has been almost entirely related to and benefitting one taxpayer—Freeport McMoRan, the owner of the Climax Mine—and not the average citizen. Our families struggle on a daily basis to meet the financial demands of daily life. In addition, with history as a witness, our community is justifiably wary of relying on mine production to guarantee the future of our assessed valuation. We therefore respectfully request that the BEST committee consider the context of our bond mill levy level when evaluating our contribution match.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Bond capacity is another significant factor affecting our match contribution percentage calculation. The district ranks 121 out of 178 districts in this area, indicating high capacity to raise additional bond debt in our county. We believe this indication is misleading, however, in ways similar to those described above vis a vis our bond mill levy. As our assessed valuation has increased, so has our bond capacity. However, to reiterate, the mine plays a significant factor in this increase without the guarantee of long-term stability.

Since 2008, only one out of three bond issues has passed in Lake County. In 2014, our local hospital put forth a mill levy increase that also failed. This result is evidence of the fact that our community is weary from the extensive commitment it made to our recent school bond that funded our BEST project at Lake County High School (thank you!). Our district ranks 70th out of 178 for Household Income and 15th for Free & Reduced Lunch percentage—both of which indicate the state of our community with regard to financial resources. Though our assessed valuation change may seem to indicate a rise in personal wealth, the rise has been almost entirely related to and benefitting one taxpayer—Freeport McMoRan, the owner of the Climax Mine—and not the average citizen. Our families struggle on a daily basis to meet the financial demands of daily life. In addition, with history as a witness, our community is justifiably wary of relying on mine production to guarantee the future of our assessed valuation. We therefore respectfully request that the BEST committee consider that our realistic and prudent bonding capacity is significantly less than indicated in the formula.

10. The school district's unreserved fund balance as it relates to their overall budget.

Our district ranks 88th out of 178, or almost directly in the middle, with regard to unreserved general fund balance. As per the district's 2013-14 audit, our unassigned fund balance was \$1,605,165 (compared to \$1,648,023 in 2012-13). For 2013-14, our unreserved general fund balance was equal to 17.4% of general fund expenditures. Though statute indicates 15% as an acceptable level of unreserved general fund balance, many districts carry a reserve much larger. At a recent multi-district gathering of finance directors, all districts in the room reported a reserve over 20% except ours, and some reported reserves of 30-35%. In addition, it is common for small districts to hold an even larger reserve as a percentage of expenditures because they have a more difficult time managing unexpected costs and cash flow. A report by the California Legislative Analyst's Office in January 2015 reported that districts in that state with enrollment between 301-1,000 students averaged holding a 35% general fund reserve. In the context of a district's reserve as a percentage of its expenditures, Lake County's is small. It is also small in terms of outright dollar figure. At \$1.5M, only a handful of unexpected expenditures would result in the rapid depletion of this reserve. We respectfully request that the BEST committee consider the size of our unreserved fund balance in context as a factor in evaluating our contribution match requirement.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Thank you for your consideration of our unique educational and financial circumstances in evaluating this waiver or reduction request.

• Facilities Impacted by this Grant Application •

Thompson R-2J - HS Partial Roof Replacement - Berthoud HS - 1981

School Name: Berthoud HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	141,400
Replacement Value:	\$46,338,525
Condition Budget:	\$15,632,264
Total FCI:	33.73%
Energy Budget:	\$0
Suitability Budget:	\$5,520,700
Total RSLI:	28%
Total CFI:	45.6%
Condition Score: (60%)	3.22
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.51
School Score:	3.74



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R-2J

County: LARIMER

Project Title: HS Partial Roof Replacement

Previous BEST Grant(s) Funded: 2

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: CCAB reasoning was the district had too much bond capacity

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Berthoud High School is the only High School in Berthoud. BHS has a STEM focused curriculum for grades 9-12 with a capacity of 990 students. The building has both single and two story structures totaling 143,134 square feet. The original building was completed in 1981. A classroom pod was added in 1999 and an auxiliary gym was added in 2009. The roof area totals approximately 93,500 square feet. The current roof assembly is a 1991 ballasted 45 mil EPDM single ply membrane which was installed over the top of 1981 45 mil PVC (Trocral) single ply membrane that had failed. The insulation under the current membrane is 2 3/4 inch foam under the failed Trocral membrane and then 5/8 inch Styrofoam under the EPDM. The warranty expired in 2006. This project involves 33,920 sq. ft. of roof over the main gym, auditorium, and mechanical penthouse. All areas have been affected by roof leaks which have damaged finishes such as steel support structures, ceiling tiles, and drywall. The areas affected by leaks are also heavily used by the community. Preventive Maintenance inspections are scheduled quarterly using school dude and results are documented on an audit form as well as in school dude. Site staff is responsible to submit work orders for leaks that happen between the quarterly inspections.

Deficiencies Associated with this Project:

The EPDM roof is failing as evidenced by leaking, areas of ballast displacement, membrane bubbling, and numerous tears in the corners of the roof where the membrane is separating from the parapet wall. The wall junctures are showing the greatest number of leaks and have several patches. Areas of the roof are "bubbling" are due to moisture collecting under the membrane. Stains are showing along interior walls, on the tectum over the gym, and rust is developing on interior metal joists in the gym. The current insulation is crumbling as noted during test cuts and the Trocral membrane is doing the same thing adding to the deterioration of the EPDM membrane. Drywall around second story windows is peeling due to moisture infiltration. Ponding is present because the current cricket system is not sufficient to provide proper drainage. Current weight of the ballasted roof is estimated to be 1500 pounds per 100 square foot.

Proposed Solution to Address the Deficiencies Stated Above:

The existing ballasted roof will be removed down to the metal decking. This is necessary to remove the current multilayered failed roof membranes, damaged insulation, and to determine the extent of damage to decking. The rock will be reused in landscaping around the site. The new roof will be a solid adhered 90 mil EPDM or Fibertite single ply membrane. Design specifications will ensure a weather tight roof that drains positively off of the roof and discharges away from the building. Design will include a low-slope roof of less than or equal to 3:12 (14 degrees). Energy efficient measures will include mechanically attached polyisocyanurate insulation at a height of 3-6 inches and a roof thermal value of R30. Installation will include a 1/2 inch coverboard over the insulation. Drainage will be accomplished using a tapered cricket system and roof drains. The water tight roof warranty will be for 20 years and include a 2 inch diameter hail resistance rating and 100 MPH wind-speed coverage. A competitive bidding process will occur for both the roofing consultant and installation company. The roof consultant will provide the design specifications, technical assistance, help with selection of the installer, and provide oversight during the tear off and installation process. Only a manufacturer's approved contractor will be used for installation.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Roof hatches are located interior to the building and access ladders are located in locked and restricted access rooms. Roof hatches are secured via locks and chains.

How Urgent is this Project?

Moisture penetration into the building continues with each precipitation event. Water stains and rusting are indications of the damage that is already occurring. While total failure is difficult to predict, we are concerned that roof only has another year of useful life. The wood gym floor is at risk and of special concern due to leaks and the metal supports and tectum showing stains. Water infiltration is evidenced on the second floor by peeling paint and drywall. Technology equipment in classrooms and light fixtures in ceiling structures are at risk for damage. Continued leaks could result in indoor air quality issues due to the potential hidden mold growth within wall systems. Safety issues are of concern due to potential slips/falls from leaks on solid floor surfaces such as the gym floor and tile hallways. There is a high likelihood that damage is already occurring to the metal deck of the classrooms and auditorium. Replacement of the roof is at the urgent level.

How Does this Project Conform with the Public School Facility Construction Guidelines?

This project will be maintained as defined in "A Guide to Maximizing the Life of your Roof through Preventive Roof Maintenance" published by the CDE. It will conform with the Public Schools Construction Guidelines sections: Article 4, Section 4.1 for Sound Building Structures, Section 4.1.2 Roofs, - this will be a weather tight roof the drain water positively off the roof via a cricket and roof drain system and water will discharge away from the building using roof drain. The roof will be installed by a qualified contractor approved by the roofing manufacturer. A 20 year warranty will specified and obtained upon completion of the roof. Section 4.1.2.1 - Low Slope Roofing Systems - the membrane will be 90 mil EPDM or Fibertite weatherproof membrane with a slope of less than or equal to 3:12 (14 degrees). Section 4.1.2.1.2 - 90 mil adhered EPDM membrane. Conformance to these guidelines will ensure TSD is providing a safe and healthy environment for all building occupants as required in Section 4.1.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

TSD uses a life cycle management/replacement approach to assure that roofing systems remain in optimal operating condition for their expected warranty life cycle. Once a roofing system is installed, it is maintained using our work order system and preventive maintenance inspections. Preventive maintenance work orders are generated on a quarterly basis and routed to the district roofing specialist. Inspections are documented on an electronic inspection form.

TSD renews its facilities from three possible funding sources: 1) general maintenance fund, 2) Capital Reserve Fund, 3) Bonds approved by community. Each year systems are reviewed to identify roofs approaching life cycles and warranty expirations. Priorities for replacement are determined from the findings of this review. Most roofs in the district are single ply membrane with life expectancies of 20-30 years.

A bond proposed to voters in 2011 was not approved. This resulted in a number of roofs slated to be replaced during the bond passing their warranty and life cycle replacement schedules. Berthoud High School is one such school and is now showing significant deterioration. Should this roof be replaced during the next BEST Grant cycle, it would be included in the annual review and updated on the life cycle replacement plan for the year 2040.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

BHS was built in 1981 with the addition of a classroom pod in 1999, and an auxiliary gym and science classrooms in 2009. The portions of this re-roof project were installed in 1991. The warranties expired in 2006.

Current Grant Request:	\$173,696.86	CDE Minimum Match %:	73
Current Applicant Match:	\$469,624.85	Actual Match % Provided:	73
Current Project Request:	\$643,321.71	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$48.00
Total Project Costs:	\$643,321.71	Escalation %	5
Affected Sq Ft:	33,920	Historical Adverse Effect?	No
Affected Pupils:	693	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$19	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$928	Who owns the Facility?	District
Sq Ft Per Pupil:	49	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		NA	

District FTE Count:	14,864	Bonded Debt Approved:	\$89,215,000
Assessed Valuation:	\$1,328,293,932	Year(s) Bond Approved:	05
PPAV:	\$89,366	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$26,618,349	Year(s) Bond Failed:	
Median Household Income:	\$61,822	Outstanding Bonded Debt:	\$106,960,000
Free Reduced Lunch %:	36.93	Total Bond Capacity:	\$265,658,786
Existing Bond Mill Levy:	7.979	Bond Capacity Remaining:	\$158,698,786
Five Year Change in Buildings to Current Revenues %:	15.91		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	162.33		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	85.97		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Kim Reorganized 88 - Kim Supplemental Grant - Kim ES - 1939

School Name: Kim ES

Number of Buildings:	3
All or Portion built by WPA:	Yes
Gross Area (SF):	14,393
Replacement Value:	\$4,785,231
Condition Budget:	\$3,512,152
Total FCI:	73.40%
Energy Budget:	\$0
Suitability Budget:	\$428,700
Total RSLI:	18%
Total CFI:	82.4%
Condition Score: (60%)	3.15
Energy Score: (0%)	2.60
Suitability Score: (40%)	3.68
School Score:	3.36



Kim Reorganized 88 - Kim Supplemental Grant - Kim Jr/ Sr HS - 1939

School Name: Kim Jr/Sr HS

Number of Buildings:	4
All or Portion built by WPA:	Yes
Gross Area (SF):	30,419
Replacement Value:	\$9,185,603
Condition Budget:	\$6,386,330
Total FCI:	69.53%
Energy Budget:	\$0
Suitability Budget:	\$1,867,400
Total RSLI:	14%
Total CFI:	89.9%
Condition Score: (60%)	3.02
Energy Score: (0%)	2.71
Suitability Score: (40%)	3.21
School Score:	3.09



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: KIM REORGANIZED 88

County: LAS ANIMAS

Project Title: Kim Supplemental Grant

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Completion of the current project/supplemental |

General Information About the District / School, and Information About the Affected Facilities:

For over ninety years Kim has provided a school facility, starting with a half dugout school house to the current five building campus called Kim RE-88 District. It is the 13th largest district by land area yet one of the smallest by student population in CO.

At the time of the original assessment the buildings had failed several life/safety assurances with the state Fire Marshall's office. The district was informed that if significant corrections were not made to the buildings the Fire Marshall would be compelled to "red tag" thus closing the buildings for use. Structural engineers had identified several structural deficiencies including large breaches within the foundation that were allowing the floor to break and sink. Electrical supply to the campus was deemed inadequate for the demand causing severe brown outs that damaged equipment and limited the technology available to students and staff.

The campus consisted of five separate buildings – an elementary building, high school, vo ag building, gym/cafeteria, and an activity center. The activity center was between the two historic buildings housing the high school and elementary. There was no way to communicate with all of the buildings at the same time or to alert all buildings of any hazards such as fire, intruder, tornado, etc. The current project will demolish the activity center and the current high school will be moth balled. The elementary building will be completely remodeled to house administration and high school classes. A new elementary school addition will connect to the remodeled former elementary school building which will include elementary classrooms, the gymnasium, and a multi-purpose space to include the cafeteria and school presentations. The current gym/cafeteria will be demolished and the current vocational agricultural building will be used as a maintenance/bus shop. The project places all classrooms under one roof increasing security and reduces square footage.

During the 2012 grant cycle the district submitted a grant application for renovation and new construction addressing the life/safety issues. The grant application was not funded during that cycle. The district was then given a specific dollar amount from the CDE staff, which we were directed to build our project around. In order to meet the dollar amount significant reductions were made to the project including reducing programming, eliminating scope, and removing all site work. A new application was then submitted during the 2013 cycle.

With the elimination of all furniture, fixtures, equipment (FF&E), technology, and space for programs such as business education, special education, and fine arts, and double digit escalation in construction costs, we have found it impossible to build a 21st century school in fact, we could very possibly not be able to complete the school at all.

Inadequacies of the original grant are in part due to significant escalation within the industry. Labor costs and materials have experienced over a 16% escalation. With the recovery of the economy, projects in the Front Range have increased allowing labor to stay close to home and not travel to remote areas such as Kim. The district has been successful in securing a DoLA grant in the amount of \$599,900.00, to supplement the original grant in the areas of furnishings, equipment, and site work. These funds will be used to leverage the original grant and decrease the amount needed in the supplemental grant. The supplemental grant will ensure the complete construction of a 21st century school. The design & construction team spent a significant amount of time intentionally targeting those elements within the project to include in the supplemental grant.

BEST FY2015-16 GRANT APPLICATION SUMMARIES

JHL has scanned the market, spoke with sub-contractors, and material suppliers from Arizona, Texas, New Mexico, and North as far as Ft. Collins establishing the pricing use to determine the amount needed in the supplemental grant.

Deficiencies Associated with this Project:

Deficiencies in this context are described as elements of the project that the current budget cannot support such as furniture, fixtures, equipment, HVAC, technology and finishes. These deficiencies will prohibit the construction of a 21st century school. Programming such as vocational education, fine arts, and distance learning are key elements within a 21st century education, those educational programs will be eliminated without the supplemental grant. Additionally there will be no owner's contingency that would address any unforeseen conditions. The reserve funds will be depleted with fire suppression and power conditioning requirements.

Proposed Solution to Address the Deficiencies Stated Above:

In order to meet the requirements of a 21st century school the following items must be funded:

- Educational programs that were taken out of the original grant
- Escalation increase of labor/materials (approximately 16.7%) The original grant included an escalation factor which did not reflect the current conditions of the economic recovery. In Addition, the labor market has been depleted resulting in the rise of cost for many products, materials, etc.
- Furniture, Fixtures and Equipment
- Technology
- Owner Budget Contingency will be included to address any unforeseen costs associated with the entire development budget. The use of the contingency will be closely monitored by CDE staff, district and design team before any funds are used. Any contingency funds remaining will be returned to the BEST program.
- Delayed Construction Start Costs – When the team began to design the building we discovered the deficiencies within the grant were greater than we anticipated. Subcontractor RFPs were sent to companies in New Mexico as well as throughout Colorado. When prices started coming in we realized that we were not going to be able to move forward without direction from CDE and the BEST board. Without guidance we feared starting a project that we would not be able to finish.
- Reserve Items – we are utilizing all of the current reserve to meet the fire suppression requirements and to include power conditioning required to support the buildings because of the inconsistent electric supply to the town. Kim is located at the end of the electrical grid and experiences significant fluctuations in current supplied to the transformers from Southeast Colorado Power. The significant fluctuations can only be mitigated by a power conditioner. We have established the need for power conditioning through many hours of meetings with electrical engineers and staff from Southeast Colorado Power. The district defrayed some scope costs by applying for and receiving a DoLA grant in the amount of \$599,900. These funds will be applied to aspects of the BEST project that meet the needs of the district as well as meeting the requirements established by DoLA.

The design team has been extremely diligent and focused to design a building that will meet the standards of a 21st century learning environment without adding any features that are not essential.

How Urgent is this Project?

The project is currently under construction. Demolition of the activity center and renovation of the current elementary school has already occurred. Substantial work has already begun on the new construction and renovation. Without the supplemental we will not be able to complete the project. Items within the supplemental are all items that will be completed at the end of the project. We are able to start and work through the project on the current grant funds, but we will run out of capital within the last quarter of construction. Without the supplemental grant approval during this cycle, Kim will have an unfinished project and students housed in temporary classrooms.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Article 1 Kim School District administration along with the entire design and construction team has studied the Public School Facility Construction Guidelines and ensure that all identified articles are engineered to be met. Without the supplemental grant these guidelines will not be fully met.

Article 3 Routine inspections have been completed on all work performed to date, contracts are only being awarded to those companies that are deemed highly qualified and maintain all required documentation of compliance.

Article 4 All codes will be met and inspections completed to meet or exceed the codes.

4.1.1.1 Due to the unique characteristics of our location and infrastructure the team has worked closely with the State Fire

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Marshall to ensure compliance off all fire/life safety requirements. The district created an MOU with the town of Kim to upgrade the water system, allowing enough water flow to meet the requirements of the fire suppression system.

4.1.3 Electrical and distribution systems will be designed and installed to meet the all codes. This includes the power conditioning needed to ensure consistent levels of power to meet the needs of the building.

4.1.4 Mechanical systems have been designed to meet the codes.

4.1.9.2 Security measures are built into the project that will include cameras, controlled entrances, door locks, and other security measures throughout the building.

4.1.9.6 Health code standards are engineered to meet the guidelines within our labs, shops, vocational and other areas with hazardous substances.

4.1.11 Food preparation and maintenance has been engineered to equip and maintain sanitary facilities for the preparation, distribution, and storage of food as required by the Colorado Retail Food Establishment Rules and Regulations.

4.1.12 A separate emergency care room has been designed.

4.1.13 All site plan has been developed that will separate pedestrian and vehicular traffic and is laid out with according to the guidelines. We will designate all ADA areas and ensure public safety.

4.1.14 A designated emergency shelter areas will be incorporated within the design.

4.2 Technology will include telecommunications and internet connectivity for individual student learning and classroom instruction. Without the supplemental grant this will not be fully implemented.

4.3 Minimum occupancy requirements as established in article 4.2.1.1 have been designed into the project.

4.4 Building performance standards including high performance certification programs such as LEED have been targeted throughout all of the design and engineering. Material such as the rock from the activity center will be repurposed within the new construction. Windows and doors are all rated as high efficiency. Solar lighting is designed into the corridors and classrooms. All classrooms have windows to allow for additional natural lighting.

4.5 The historic significance of existing facilities is significant in our project. Buildings on our campus were built through the WPA project out of the great depression. The Activity Center, which has been demolished, was the first of the historical buildings. That building had sustained significant damage and was condemned by two different structural engineers; the cost of fix that building far outweighed the cost of demolition and new construction. The design incorporates the renovation of an existing historical building with the plan to repurpose the remaining historical building. Colorado History has already evaluated the design plan and issued their opinion.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Kim School District has established a capital renewal reserve fund for the specific purpose of replacing major facility systems with projected life cycles. The goal of this fund is to accumulate approximately \$130,000 which is 1% of the BEST grant funding.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

This application is for the purpose of supplementing the existing lease purchase grant to cover unforeseen escalated costs and scope deficiencies that are prohibiting the district from completing a 21st century school.

Current Grant Request:	\$3,182,299.00	CDE Minimum Match %:	25
Current Applicant Match:	\$0.00	Actual Match % Provided:	0
Current Project Request:	\$3,182,299.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$7,922,648.00	Is this a Statutory Waiver?	No
Previous Matches:	\$2,717,118.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$13,822,065.00	Escalation %	16.7
Affected Sq Ft:	31,967	Historical Adverse Effect?	No

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Affected Pupils:	49	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$100	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$64,945	Who owns the Facility?	District
Sq Ft Per Pupil:	652	Does the Facility have Financing?	Yes
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
N/A		N/A	

District FTE Count:	40	Bonded Debt Approved:	\$2,700,000
Assessed Valuation:	\$14,625,930	Year(s) Bond Approved:	13
PPAV:	\$365,648	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,034,975	Year(s) Bond Failed:	
Median Household Income:	\$41,477	Outstanding Bonded Debt:	\$2,700,000
Free Reduced Lunch %:	65.12	Total Bond Capacity:	\$2,925,186
Existing Bond Mill Levy:	15.073	Bond Capacity Remaining:	\$225,186
Five Year Change in Buildings to Current Revenues %:	0		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	127.33		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	11.65		
Charter School Capital Construction Funding:	\$0.00		

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

We have one of the smallest student populations in the state; resulting in a small revenue base. Yet our students are held to the same academic expectations of much larger schools; they are required to have the same level of pre-requisite courses for admission to Universities. This level of course offering is taxing on an already tight budget. Utilizing any part of the fund balance to assist with the match requirement could require us to limit course offerings to students, compromising their opportunity to be accepted into a University and most defiantly prohibit a 21st century education.

Kim SD has the third lowest pay scale in the state of Colorado. Recruiting and retaining quality teachers is a challenge for our district. With a small number of students we do not have a revenue base that allows us to compete for teachers on a larger scale. Without the waiver we would need to tap even further into our fund balance to recruit and retain teachers. Our district attempts to offset the rising costs of health care to compensate for the lower salaries. Without highly qualified teachers our students will certainly suffer.

Granting us a waiver will allow us to continue to employ highly qualified staff and offer students aligned rigorous courses preparing them for post-secondary work force and higher education.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

We currently partner with area schools to offer courses through distance learning. There are additional costs associated with offer these courses. Without them, however, our students would not be able to take concurrent courses; placing them at a disadvantage for scholarships and gifted learning. Allowing us to waive our match ensures that we are able to continue in these partnerships.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

The Town of Kim has been awarded a grant to replace and update the water lines throughout the town. We have been able to leverage our funds with theirs to upgrade the section that feeds the school allowing us to meet the fire suppression requirements without needing to fund the entire cost.

In addition, the district received a DoLA grant in the amount of \$599,900. This will offset costs within the project that serve a dual role with the school and community. For example the kitchen and all of the appliances will be funded from the DoLA grant along with some equipment and furniture.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Although our PPR is higher than the state average we continue to have the same types of fixed costs with few students to generate revenue.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

State average from 2010 census \$71,939 Kim average from 2012 collection \$41,177 (the average salary for teachers in our district is \$29,000.)

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

Our free or reduced average is 73.9%

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

November 2013 the community maximized the bond to meet the original grant match. We are unable to go back to voters for any additional funds.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

We have maximized our mill levy bonding capacity.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the lower the match.

We have not additional available bond capacity.

10. The school district's unreserved fund balance as it relates to their overall budget.

Our fund balance is aligned with the state average.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

We have maximized all of our bonding capacity, utilizing any of our fund balance will significantly jeopardize the educational integrity of our district. Our students will suffer if we must utilize our fund balance to support the supplemental grant. This waiver request represents a retroactive matching grant request.

• Facilities Impacted by this Grant Application •

Limon RE-4J - K-12 Locker Room Renovation - Limon K-12 - 1979

School Name: Limon K-12

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	136,614
Replacement Value:	\$43,380,635
Condition Budget:	\$22,179,854
Total FCI:	51.13%
Energy Budget:	\$0
Suitability Budget:	\$2,034,700
Total RSLI:	15%
Total CFI:	55.8%
Condition Score: (60%)	2.82
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.67
School Score:	3.16



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: LIMON RE-4J

County: LINCOLN

Project Title: Supplemental K-12 Locker Room Renovation

Previous BEST Grant(s) Funded: 3

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | water savings |

General Information About the District / School, and Information About the Affected Facilities:

Limon is a small rural district that is on the eastern plains along I-70. There are 474 students in K-12. Limon has excelled in academics and athletics, their state text scores has always been at the top. Music, industrial arts, FFA, are other programs that are excellent programs and always have many students participating at the state level. The community is very supportive of the school and the athletic programs and has always been there to help with any of the needs of the school.

Deficiencies Associated with this Project:

Since receiving the BEST Grant two years ago, there has been significant cost increase in labor and material. Along with this we had expansive soils which required a more substantial building foundation than proposed in the Master Plan, in this case cussions and imported soil were used to build the foundation. The project also performed water testing on the city water and identified that the sulfate levels exceed the EPA standards therefore the project includes a reverse osmosis water treatment system that was not in the original Master Plan. Grant Reserve was released in full to assist the project with the added costs for foundation and water treatment. The project also identified that the Master Plan submitted for the original BEST Grant Application did not correctly account for reasonable circulation/grossing factor (the Master Plan used a GF of 25%, 35-40% is normal, Limon ended up at 39%) resulting in an additional 9,824 square feet being added to the Master Plan in order to deliver the intended program. The project absorbed the cost of this additional square footage with the original grant funds available. The original BEST Grant was for renovation of existing gyms and a new K-12 building. The locker room portion of the original renovation scope was moved to an alternate in order to stay within the budget. As the project has progressed it is now apparent the locker room renovations will not be possible to complete without additional funds. The locker rooms are out dated and are in need of renovation and repair. There was an error in your program area calculation in the original awarded grant application from 2013-14, which did not allocate an adequate gross/circulation area to the program square footage, and omitted a classroom that had been identified, planned and discussed through the planning process. The grossing factor was 25%, when it typically should be closer to 35-40%. The result was a program that could not be built for the square footage originally targeted, no matter how the corridors were arranged or sized. In order to build the intended program and make the project as planned feasible, additional square footage was allowed, with the condition that the original budget would need to be maintained, and no grant reserve funds would go toward meeting the additional square footage. Though the budget was largely maintained through careful design and value engineering in spite of a 9,824 square foot increase to account for the 39% gross/circulation area and missing classroom, as well as in spite of escalating construction costs experienced last year, a portion of the original renovation scope was removed as an alternate in order meet that budget, and it appears it will not be possible to complete without additional funds. That portion is the locker renovations.

Proposed Solution to Address the Deficiencies Stated Above:

The plan for locker room renovations would include: demolition of CMU walls that are freestanding; installing new masonry interior walls; installing new concrete and resinous floors; installing a gypsum/drywall ceiling; installing locker and new toilet

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accessories; painting of walls and ceilings; new mechanical for locker room areas (inclusive of new boiler/hot water system); new electrical for locker room areas. Design fees and construction fees have been included to complete the scope of work.

How Urgent is this Project?

The freestanding masonry walls in the shower room have been semi-permanently stabilized with added angle iron for support, but need to be replaced with walls that are designed and structurally correct for the locker room application. The lighting fixtures are not ideal for locker room conditions and have aged prematurely. The plumbing fixtures are operational, but are high water use. The individual deficiencies in the locker room are only able to be maintained to minimally support the function of the locker rooms for the present. The most efficient and effective way to correct all the deficiencies is with a complete scope of work completed as a single project. It is beyond the reach of the current project to correct all the deficiencies in the locker rooms. This is not only an outdated area of the school facility, but one that is also a safety issue as this area continues to age.

How Does this Project Conform with the Public School Facility Construction Guidelines?

With renovation to the locker room area, this area will meet all standards and codes. It will meet all state codes with regards to fire, safety and ADA. This will help with the overall facilities in that the locker rooms while in compliance with code requirements at the time of construction will not be brought up to the standards and codes of the new building because we would not do any work in this area without the help of this grant.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The districts maintenance staff will clean it daily and in the summer will go over it thoroughly. We will have a capital renewal budget that will follow the guidelines set by this grant. The maintenance staff will paint and fix any areas that need to at breaks in the school year. PE teachers and coaches will also help maintain this area by monitoring all students and also give instruction to students on how to keep the locker rooms neat and clean. The maintenance staff will also give updates to the administration of the condition of the locker rooms quarterly. Administration will also monitor these areas and make sure that they are being well maintained. Shower areas will be inspected daily and make sure that there is not any water issues that needs to be addressed. In the summer each locker room will be given a complete cleaning and any main maintenance will happen at this time.

Administration will address at the beginning of the year to all students what the expectations are for our new school and what is expected of them on helping keep all areas of the school in clean and good condition. Administration will also go over expectations with all of the other user groups of these areas on what is expected when they use these facilities.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The locker rooms are outdated and have been maintained by our district maintenance staff. They are outdated and we would like to have the locker rooms upgraded. This is the only area in the school that will not be new or renovated.

Current Grant Request:	\$861,928.28	CDE Minimum Match %:	34
Current Applicant Match:	\$22,100.73	Actual Match % Provided:	2.5
Current Project Request:	\$884,029.01	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$18,046,347.00	Is this a Statutory Waiver?	No
Previous Matches:	\$6,973,015.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$75.00
Total Project Costs:	\$25,903,391.01	Escalation %	0
Affected Sq Ft:	2,996	Historical Adverse Effect?	No
Affected Pupils:	476	Does this Qualify for HPCP?	No

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Cost Per Sq Ft:	\$295	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$1,857	Who owns the Facility?	District
Sq Ft Per Pupil:	6	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund		NA	

District FTE Count:	464	Bonded Debt Approved:	\$6,973,015
Assessed Valuation:	\$69,904,759	Year(s) Bond Approved:	13
PPAV:	\$150,657	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$931,428	Year(s) Bond Failed:	
Median Household Income:	\$45,539	Outstanding Bonded Debt:	\$8,673,015
Free Reduced Lunch %:	48.2	Total Bond Capacity:	\$13,980,952
Existing Bond Mill Levy:	12.601	Bond Capacity Remaining:	\$5,307,937
Five Year Change in Buildings to Current Revenues %:	-15.53		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	160.99		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	23.17		
Charter School Capital Construction Funding:	\$0.00		

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

Limon School District, like every district in the State has been hit hard with cuts in funding. The voters approved an increase in taxes to renovate gyms and locker rooms and also build a new K-12 building. The purpose of the BEST Grant was to update all the facilities and not have to go back to the tax payers again.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

Limon has had to cut staff, limit resources in class rooms and make other significant budget decisions to keep programs in place. If funds were to be used as a match for capital purposes, further cuts would be necessary, likely resulting in additional program and resource cuts.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

Limon has asked a lot of the community with our BEST project, already passing a bond to fund our original match. In addition, Limon is applying for GOCO funds to help with play area for the elementary. The playground budget was cut because of increased costs. Limon is also going for a DOLA grant to help with curb and sidewalk, fencing and new bleachers for the sports field.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

While the remaining bond capacity is \$5,581,499, we just passed a bond for the original BEST project in 2013 at our statutory limit, and it would be challenging to get the tax payer's to support another tax increase at this time for what is essentially the same project.

10. The school district's unreserved fund balance as it relates to their overall budget.

Currently it is \$739,077 and the districts overall budget is \$4,517,276. It was higher in June, when we received local taxes. This is not an adequate balance for a school district this size and we need that to pay bills and pay roll.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

In our original design we did not have enough square footage for circulation. The initial grant square footage miscalculated the total required square footage to deliver the programmed spaces identified. In spite of every program space being maintained at or below the size indicated in the application, and an efficient double-loaded circulation strategy being used for the final design, the total gross square footage of the school was 8,800sf larger than calculated in the original application. If the 8,800sf had been correctly calculated in the original application at \$200/sf, the original grant request would have been at least an additional \$1.76M. Instead we are requesting approximately \$890,000 to complete what in our opinion was a crucial component of the original project, and providing a small additional match in accordance with our capacity to do so with our current financial situation.

• **Facilities Impacted by this Grant Application** •

DeBeque 49JT - ES & HS Addition to become a PK-12 - De Beque ES - 1952

School Name: De Beque ES

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	32,234
Replacement Value:	\$7,441,761
Condition Budget:	\$4,419,847
Total FCI:	59.39%
Energy Budget:	\$0
Suitability Budget:	\$836,200
Total RSLI:	16%
Total CFI:	70.6%
Condition Score: (60%)	2.46
Energy Score: (0%)	1.98
Suitability Score: (40%)	2.24
School Score:	2.37



DeBeque 49JT - ES & HS Addition to become a PK-12 - De Beque Jr/Sr HS - 2000

School Name: De Beque Jr/Sr HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	40,013
Replacement Value:	\$11,208,315
Condition Budget:	\$2,551,197
Total FCI:	22.76%
Energy Budget:	\$0
Suitability Budget:	\$1,090,300
Total RSLI:	25%
Total CFI:	32.5%
Condition Score: (60%)	3.65
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.56
School Score:	4.02



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Applicant Name: DEBEQUE 49JT

County: MESA

Project Title: ES & HS Addition to become a PK-12

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

DeBeque SD is home to 150+ students in multiple buildings on a sloping site in the Town of DeBeque. The SD covers the western part of Garfield and a piece of Mesa County where the Town is located on the banks of the Colorado River 25 miles east of Grand Junction on I-70. In the past 100 years enrollment has ranged between 100- 200 students mostly affected by the boom and bust of the oil industry. The core of students are children of families that have called DeBeque home for generations who expect the historic fluctuations to continue in the same range.

The campus consists of a 1962 K-12 school bldg that became the ES upon construction of an adjacent undivided HS in 2000. Several HS programs remained at the ES. Between 1976 and 2000, additional structures were added creating a campus of small bldgs-see floor plan. Even the main ES bldg is composed of 4 separate wings. Covered walkways connect the ES wings as they step up the hill.

The District hired LKA Partners to develop a Facilities Master Plan to identify and design possible corrections for perceived facility challenges. LKA found that from the approach to the campus, the ES looks in fine condition. Maintenance has obviously been a priority for the District's leadership. But paint and caulking only goes so far. Behind the blue roofed façade is a 52 year old building constructed with inexpensive materials and systems that have exceeded their design life.

The multi-bldg campus creates myriad hiding places. Exterior doors proliferate providing convenient access but, in the words of a local fireman on the DAG, "clearing and securing the ES is an impossible nightmare". And an impossible nightmare for access control by staff. Most doors provide the only access for students. Unspoken in the back of every parent's mind in this community on I-70 with hunting as the 2nd major industry is the fear they will one day be experiencing an incident at their school like those they hear of in faraway places.

Educational programs are scattered amongst the various bldgs requiring students and teachers to travel between them. The 1 cafeteria is in the HS, 1 Library is in the ES. MS students use the ES gym & locker rooms; HS uses multi-use room & stage in ES which is shared with music for all grades. HS Shop is on the far side of the ES. The goal of the DAG is to consolidate all under one roof.

The consolidation will increase the efficiency of teaching, learning and school operation and eliminate deficiencies to the existing ES structure that prevent the teachers and students from enjoying a safe, secure and accessible environment offering all the educational opportunities of a 21st Century school. The sad part of correcting the deficiencies is that they are rooted in the very nature of the bldg – 7 separate structures on 4 different levels supported by systems that are past their design life. Effective correction will be a massive undertaking. The cost to correct approaches the cost to replace in a new, low slope location. The FCI calculated by LKA exceeds 90%.

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The proposed consolidation results in a PK-12 School of 82,165 sf; a student count of 151 results in 544 sf/student which is an acceptable number when the special circumstances of a small school are considered. Small one round schools like DeBeque operated with a grade-level structure and one classrm/grade will require a higher sf/st to promote equal opportunity in the education of students than larger school districts with multiple classrms/grade. Classrm size must be large enough to hold the average largest class plus some growth so as not to require mobiles. CDE min size is 675 sf; 700 sf is proposed. The size of some spaces are not dependent on the number of students in the space but rather, as in a gym, the size of a regulation basketball court or the equipment required in spaces such as VoAg, wood shops, art rooms, etc. Specialized spaces to fulfill 21st Century educational opportunities further increase the sf/student.

Deficiencies Associated with this Project:

The design of DeBeque ES 52 years ago is not copacetic with today's Colorado 21st Century educational facility goals. The fundamental campus-style organization and subsequent additions of separate buildings at separate elevations makes any modification to correct the major deficiencies very difficult and expensive.

The ES is composed of six separate buildings and 36 exterior doors; most are hidden from view. The buildings are organized along a central north/south covered walkway running up the hill toward the north (see floor plan). The original 1962 building consists of Cafeteria (now Multi-Purpose Room) and Gym complexes in one building or wing to the east of the walkway. On the west side of the walkway are 3 wings: the Library, the Center Wing consisting of Main Office, 2 Classrooms and an Art Room and finally a 3 Classroom North Wing. The Library is at the same level as the MP Room. The HS is to the south across a parking lot and at this same level. The Center Wing is at the same level as the Stage and Gym, 25" above the Library level. 36" higher up is the North Wing. The Center Wing is connected to the Gym/Multi-Purpose Wing by an enclosed landing and stair down to the Library level and is called the "Main Building" in the CDE School Assessment Report. The other 2 wings have an open air connection. Several additions have been constructed on the east side of the Gym and MP Room.

In 1975 a 2 classroom building, now housing Preschool, was added north and slightly uphill of the North Wing. In 1994 a 2 classroom "relocatable" building was constructed east of the Preschool at approximately the same level. Subsequent to 1994 another relocatable building containing restrooms and a classroom was connected east of the 1994 building. In 1976 a Shop Building for the HS was constructed further up the hill to the north. While neatly organized, this campus design contributes to 3 major Safety and Security deficiencies:

1. The greatest security deficiency results from the campus-style plan and the 28 exit doors. These doors are located on all sides of the various wings and separate buildings, many in hidden pockets totally out of view. This configuration is what concerns first responders and led to the local fireman's comment that "clearing and securing the ES is an impossible nightmare". Most of these exit doors are also entrance doors into the various classrooms and other spaces. Securing these doors against intrusion is virtually impossible because they are used constantly by students and teachers. There are no effective means to achieve a lockdown, only a fear that a student or teacher will be locked out in the open.
2. ADA Access: The campus style design of the ES gracefully "steps" up the hill but there are no ramps and no accessibility between levels. Concrete stairs under the central covered walkway step up the 5 ft rise between the Library and North Wing. There is no accessible route between any ES buildings or wings including the Main Entrance and Main Office except those that are on the same level. Covered walkways also shelter the sidewalk on the west side again with steps and warped concrete ramping; all non- ADA compliant. Exiting is into the concrete paved courtyards between the wings. From there, the only accessible route is to the west across the non-compliant west sidewalk and bus loop. Traveling east from the exit doors, one is faced with negotiating the stairs except from the Library and MP Room. Exiting on the east side of the building is onto unpaved, eroded terrain. Exiting east from the corridor between the Gym and Stage is blocked by the Computer Lab Addition creating a dangerously hidden deadend.
3. Storm Water Control: Roof drainage is uncontrolled causing icing and deterioration of walkways, walls and structure. All roof drainage is discharged to the north and south into the courtyards between the wings. The courtyards slope to the south but are level in the east/west direction because of the multiple doors exiting along the north and south sides of the wings. The result is water accumulation on the north sides of each wing and freezing in the exit paths during winter months.

The greatest detriment to DeBeque Schools meeting the Guideline's 21st Century educational standards is the separation of

BEST FY2015-16 GRANT APPLICATION SUMMARIES

program functions into multiple separate buildings. Educational programs are scattered amongst the various buildings requiring students and teachers to travel between them. The one cafeteria is in the HS, the one Library is in the ES. MS students use the ES gym and locker rooms. HS uses multi-use room & stage in ES which is shared with music for all grades. The HS Shop is on the far side of the ES. The goal of the DAG is to consolidate all under one roof.

Another major deficiency, and the most expensive to correct, is the building's age. All systems are past their design life except structural systems. Even these will not last to their 100 year life at the current rate of deterioration caused principally by the uncontrolled storm water.

*Plumbing systems are deteriorated & leaking. The soils in the DeBeque area are similar to those in the neighboring Garfield County School District 16. They recently investigated failures to underground piping and found that soil conditions are eroding buried steel water piping and cast iron waste lines. Failures in DeBeque are likely the result of the similar soil conditions. Water pipes above grade are also experiencing failures. It appears that water quality issues are causing an erosion of copper piping. Existing plumbing fixtures are not low flow, most do not meet ADA requirements and their age indicates the need for their replacement.

*HVAC systems are old, ineffective and do not provide a consistent flow of Code required fresh air. Both the HS and ES HVAC systems were upgraded under a performance contract in 2008. The intent was to replace old "swamp coolers" at the ES with efficient indirect evaporative coolers to match those at the HS. However, the replacement coolers are just modern swamp coolers which technically do not provide "air conditioning". They are also the only source of fresh air and are shut down, drained and covered during winter months. Heat is provided by boilers pumping hot water to baseboard convectors. The newest boiler is 1997 vintage.

*The original power distribution panels, wiring and devices are well beyond their design life and subsequent additional wiring and devices are taxing the existing system. The existing system is single phase and cannot support the power requirements for 21st Century learning environments. The 2008 performance contract upgraded all lighting lamps and ballasts but not the fixtures themselves. The existing electrical service has no extra capacity.

*The building's vintage means a lack of insulation in exterior walls. Even tho the windows were replaced under the 2008 performance contract, they were replaced with inexpensive residential vinyl windows. The exterior CMU walls may be filled with vermiculite but that has likely settled over the years and does not provide the R-19 insulation required by the Guidelines.

*Metal roofing installed in 1998 contributes to the impression of a fine building worthy of an FCI just under 30%. Unfortunately, this roof was installed over several old roof coverings including a spray foam material and an undetermined number of reroofings of the original built up roof. And it still leaks. Code allows reroofing over ONE old roof. Because of the history of reroofing efforts and the multitude of complicated intersections of roof planes and overhangs, the condition of the structural roof decking material is suspect.

The condition analyses and compilation of deficiencies indicate that the High School building is in very good condition and its minor deficiencies should be corrected. However, the roof will exceed its 15 year life expectancy in 2015. The SAR indicates "roof coverings" will last 20 years but does not differentiate between built up roofs which easily last 20 to 30 years versus ballasted EPDM roofs like the High School which typically last 10 to 15 years.

Outdoor facilities for PE, exercise and athletic competition on the campus are limited to grass playfields and playgrounds for the ES. There are no suitable facilities for HS and MS students except asphalt paved basketball courts that double as a service drive. Athletic facilities for football, track, baseball and softball are located a mile distant. This remoteness is one reason for the abandonment of these facilities and dropping all competitive outdoor sports except track and cross country.

Proposed Solution to Address the Deficiencies Stated Above:

Solutions to the deficiencies noted above at the ES are physically possible but would be very expensive and cause a great deal of disruption to the educational program during reconstruction. The completed rejuvenation would still leave HS programs in the ES and ES programs in the HS causing students, teachers and administrators to constantly walk outdoors between buildings. Analysis by LKA Partners and FCI Constructors of the deficiencies determined the cost of their correction would be \$7,957,724 in today's dollars. Construction of a replacement ES would be \$8,679,250. This results in an FCI of

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91.69%. More than enough justification to replace the ES.

The best solution for the deficient DeBeque Elementary School is to replace it with a modern, safe and secure, energy efficient, LEED Gold, 21st Century building attached to and at the same floor level as the 15 year old HS --“everybody under one roof”. HS spaces currently located in the ES (or beyond, like the Shops) would be added to the HS in appropriate locations to their functions – the new Weight Room and Aux Gym adjacent to the Main Gym and locker rooms, the VoAg complex at the south end of the HS facing a large “yard” for vehicle maneuvering. This yard would also allow access to the O&M component tucked beneath the Aux Gym. This “free” space is available due to the almost 10 ft drop from the HS floor level to the elevation of the yard. The District has already purchased land to the southwest to facilitate these Additions.

The well organized HS also lends itself very well to grouping shared spaces between existing HS functions and the new ES wing. See the proposed floor plan, Scheme D.2a. Locating the Library and Performing Arts/Music component adjacent to the existing Cafeteria makes good use of the existing wide corridor plus the connection to the new Main Entry creates an ample Lobby to allow mingling and enhance the sense of entry into these spaces during performances and other community functions.

The new Main Entry with its Security Vestibule and adjacent Main Office are the crux around which the entire school organization flows. The design of the Security Vestibule and its required adjacencies was the subject of much discussion during DAG meetings and is based on successful solutions to controlling visitors designed by LKA on other projects. The object is to create an inviting, identifiable, obvious Main Entry open to views from inside and out. The Main Office is adjacent with clear, unobstructed views of approaching persons by the school receptionist and other administrators. Once inside the Vestibule, a visitor moves to a transaction window for evaluation by the school receptionist. If the visitor is judged acceptable, they are “buzzed” into the school thru the interior doors of the Vestibule. Immediately inside the school is the door into the Main Office where most visitors are destined. They again interact with the receptionist or are seated in a waiting area until the principal or other administrator is available. The abundance of glass for visibility has been bullet proof and/or intrusion resistant for some school districts or simply tempered by others. The interior walls of the Vestibule can also be “hardened” to prevent or delay forced intrusion. Further discussions with the District, community and CDE will determine exactly the preference for this school.

Finally, the ES wing is organized as a double loaded corridor with an angular projection both to stop the wing short of the property line and also to create an interior ‘breakout space’ around which all the classrooms are gathered. All teaching spaces would have exterior windows with magnificent views to the rugged Roan Plateau to the north and the tree covered Mesas to the south. Clerestory windows will enhance the daylighting windows in the teaching spaces as well as illuminate the corridor. The daylight and view theme will continue into the HS with tubular daylighting devices added into their classrooms and corridors, made economical by the roof replacement.

Removing the ES creates a space large enough to bring some of the HS athletic fields onto the campus site. The football field, running track, baseball and softball fields are currently located on a separate site 1 mile from campus. The area on campus is still not large enough for a regulation 400 meter track but a 1/5 mile track surrounding a regulation 8-man football/soccer field can be accommodated. Other programmed play areas are located such that younger children are separated from older students.

How Urgent is this Project?

The time frame for correction of the major safety and security deficiencies is IMMEDIATE. The building and its systems have already failed.

* Correction of security deficiencies that currently threaten the safety of students and teachers cannot happen soon enough. Fire drills are practiced frequently. Will they have been enough to overcome Code deficiencies and prevent confusion and entrapment in case of fire or terrorist incident which could happen at any time?

* As soon as a wheelchair bound student enrolls or physically handicapped teacher is hired they will find only the Library and Multi-Purpose Room accessible from the handicap parking spaces or student drop off areas. A student arriving by bus would only be able to access the Center Wing and the Gym and no other spaces.

* We all know how surprising, and dangerous, a slip on ice can be. It is an accident waiting to happen.

Essentially all of the systems in the building are beyond their design lives. Since “design life” is a calculation based on empirical data and represents only an average life expectancy, the end of those lives will most likely come slowly over time and with increasing maintenance, repairs and cost. The time frame for correction of these deficiencies is best described as “soon, please”.

How Does this Project Conform with the Public School Facility Construction Guidelines?

3.1.9. This project will be constructed and maintained in accordance with the codes and regulations as currently adopted by the Colorado Division of Fire Prevention & Control (DFPC) including building, fire, existing building, mechanical and energy conservation codes.

4.1.1. All building structures will conform to all applicable codes adopted by DFPC and ANSI S12.60, Acoustical Performance Criteria for schools.

4.1.2. A weather tight roof will be installed that drains water positively off the roof and discharges the water off and away from the building and pedestrian travel routes.

4.1.3. Safe and secure electrical service and distribution systems will be designed and installed to meet required codes including ASHRAE 90.1 2013. Emergency lighting will operate when normal lighting systems fail and shall conform to all applicable codes adopted by DFPC.

4.1.4. Safe and efficient mechanical systems that provide proper ventilation, proper sound levels and maintains the building temperature and relative humidity will be designed and installed in the new additions conforming to applicable codes including healthy building indoor air quality, ASHRAE 62.1-2013, 90.1-2013 and 189.1-2014 Standard for the Design of High-Performance Green Buildings.

4.1.5. Plumbing systems will be designed and installed in compliance with the Colorado Primary Drinking Water Regulations, EPA’s Safe Water Drinking Act and the ICC 2015 International Plumbing Code.

4.1.6. Building fire alarm and emergency notification systems will be designed and installed in accordance with applicable codes adopted by the DFPC. A fire sprinkler system will be installed throughout the existing HS and the new Additions per NFPA and DFPC requirements.

4.1.7. A facility code analysis will be conducted and the facility design based on those requirements including continuous, accessible and unobstructed paths of egress from any point in the school to the public way.

4.1.8. Radon testing will be conducted on completed construction within 19 months of occupancy. Proper storage of chemicals for cleaning and science will be maintained. The existing acid neutralization tank for the science room will be maintained.

4.1.9. Security controls to be utilized include expansion of the existing VMS cameras to include the new Additions and limiting the number of entryways into the building. A single, readily identifiable “main entrance” to the completed facility will be designed conforming to 4.1.9.3 including a secure, “lockdown” vestibule adjacent to the Main Office receptionist. Only required exits will be provided as required by DFPC. The proposed HS Additions will enclose multiple exterior classroom exit doors making them exit into an interior exit corridor. Exterior doors and hardware will conform to 4.1.9.2.1. Interior doors and hardware will conform to 4.1.9.4. The existing EAN system will be expanded to include all new spaces in the Additions to provide efficient inter-school communications and communication with local fire, police and medical agencies during emergency situations.

4.1.10. The new Additions will conform to Department of Health and Environment Rules and Regulations Governing Schools especially as they relate to the new Preschool spaces.

4.1.11. Existing food preparation and associated facilities will be maintained to conform to Colorado Retail Food Establishment Rules and Regulations.

4.1.12. A separate emergency care room will be provided in the new Main Office area in the ES Wing Addition complying with Department of Health and Environment Rules and Regulations Governing Schools.

4.1.13. The site development will be designed and laid out in conformance with the Guidelines, specifically, separating bus, car, pedestrian and bicycle traffic with dedicated bus and parent pick up/drop off areas directly at the curb near the Main Entrance, separated from parking areas providing counterclockwise flow and designed to not require backward movements. Sidewalks will be designed to be straightforward, easily maintained and located only as required to provide needed access. The existing service loading area will be separated from main traffic areas and access for larger delivery vehicles will be improved. Bike racks will be provided and located for easy surveillance. Fire lanes will conform to all applicable codes

BEST FY2015-16 GRANT APPLICATION SUMMARIES

adopted by DFPC. Playgrounds will be new and conform to ADA and DFPC requirements.

4.1.14. A designated emergency shelter is not anticipated to be required. Historically, severe weather of the type to require such shelters constructed as category IV buildings has not occurred in the DeBeque area most likely because it is surrounded and sheltered by much higher terrain.

4.2 Telecommunications, internet connectivity technology and standards and technology for individual student learning and classroom instruction meeting the Guidelines is currently provided and will be expanded to include the new Additions. UPS systems at IDF and MDF locations will be provided with backup power systems to maintain secure systems operation during power outage or intentional school attack.

4.3 The size, adjacency and functionality of all spaces, new and existing, will conform to the following Colorado Model Content Standards for PK-12 Schools adopted by the State Board. Conformance commentary is in "quotes".

Applicable Standards to be applied in the design of DeBeque School Site Development shall include:

- *Comply with the American Disabilities Act (ADA) for accessibility to physically disabled persons. "Check"
- *Site design that safely separates pedestrian and vehicular traffic. "Check" See 4.1.13 above.
- *Sports fields should be accessible for middle and high school students for track, football, soccer, baseball/softball along with exterior basketball courts for school and community use. "Check" DeBeque does not have competitive football, baseball or softball teams. A new soccer/football field installed inside the running track will be sized for regulation 8-man football which will also comply with CHSAA size regulations for a competitive soccer field.

Applicable Standards to be applied in the design of new DeBeque PK/5 Elementary School Wing shall include:

- *Preschool & Kindergarten classrooms shall be 1,000 to 1,200 sf with dedicated toilet facilities. "Check. Preschool will comply with Rules Regulating Child Care Centers (Less Than 24-Hour Care) and Colorado Department of Public Health and Safety's Regulation Governing Child Care."
- *Special Education classroom. "Shares with HS"
- *Special Program (Title 1) room. "Check"
- *Classrooms to accommodate a maximum of 25 students at 35 sf/student with ceiling heights no lower than 9ft, natural light with a view and appropriate equipment and technology. "Design shall be for 20 students in minimum 700 sf classrooms (35 sf/student)."
- *Band/Vocal music room with high ceilings, acoustical wall and ceiling treatments. "Share with HS."
- *Art Room with cleanable, non-absorbent finishes, ample storage, counters, sinks. "Share with HS."
- *Computer Lab with computer work stations or computer carts with wireless laptops. "Check"
- *Library/Media Center (LMC) as the "academic heart" of the school providing a flexible space for reading, writing and drawing. High ceilings, abundant natural light, well designed task lighting and window shades to accommodate AV equipment requiring darker environments. "Share with HS and Mesa County Library District. Separate public from student interaction."
- *Kitchen with commercial preparation, cooking and refrigeration equipment, dry storage and ware washing area unless food is prepared and delivered from another location. "Existing facilities comply. The existing Cafeteria will serve all students."
- *Multipurpose Room to support school and community with high ceilings and daylighting. A raised platform for performances with basic theatrical lighting and sound systems. "Check. Share with HS"
- *A small gym with basketball court, volleyball sleeves and standards and safety wall pads. "Multi-Purpose Room will be used for Elementary PE."
- *Administrative offices, nursing area, restrooms, conference, reception and building support areas. "Combine with HS."

Applicable Standards to be applied in the design of DeBeque 6/12 High School including new Additions shall include the following:

- *Special Education classroom. "Check. Existing facilities meet or exceed Section 504 and title II of ADA and Individuals with Disabilities Education Act."
- *Classrooms to accommodate a maximum of 25 students at 32 sf/student with ceiling heights no lower than 9ft, natural light with a view and appropriate equipment and technology. "Existing 760 sf or 813 sf classrooms accommodate 24 or 25 students."
- *Computer Lab with embedded technology to support interactive whiteboards and internet access. "Check"
- *Science Lab with teaching demonstration table, student work stations with water and gas, adequate instrumentation and

BEST FY2015-16 GRANT APPLICATION SUMMARIES

safety equipment. "Check"

*Band/Vocal music room with high ceilings and acoustical wall and ceiling treatments, acoustical separation from adjacent spaces, instrument storage and practice rooms. "Share with ES."

*Art Room with smooth, cleanable, non-absorbent finishes, ample storage, counters, sinks with plaster traps and a kiln. "Share with ES."

*Career and Technical Education classrooms and shops to support vocational and agricultural programs. Provide independent restrooms with hand washing sink and lockers.

- CTE (VoAg) Classroom 45 sf/student with minimum 780 sf of exclusive lab and storage. "Design shall be for 20 students x 42 sf/student = 844 sf."

- Shop Area at 150 sf/student with tool storage and 20 ft x 8 ft material storage room, welding booths, auto lift station, exhaust evacuation system and 2,400 sf outdoor patio for working on farm machinery and large construction projects. "VoAg Shop shall be 2,200 sf with all accouterments except lift station. Provide doors of adequate size for large trucks to enter shop. Wood Shop at 2,200 sf with provision for long materials in 20 ft x 8 ft storage room."

- Optional 1,880 sf Greenhouse with heat and ventilation. "Check"

*Kitchen with commercial preparation, cooking and refrigeration equipment, dry storage and ware washing area unless food is prepared and delivered from another location. "Existing facilities comply. The existing Cafeteria will serve all students."

*Cafeteria/Multipurpose Room to support school and community with 15 ft ceilings and daylighting. A raised platform for performances with curtains, theatrical lighting and sound systems. The space should be designed to accommodate the entire student body, school staff and as required for community-wide productions. "The existing Cafeteria will serve all students. Performance components would be in separate shared Multi-Purpose Room."

*Auditorium with a raised proscenium stage. "Performance components would be in separate shared Multi-Purpose Room."

*Performing arts support area for set design and construction, prop and costume storage, and dressing rooms with lockers, sinks and mirrors. "Check"

*Middle School (Aux) Gymnasium with regulation basketball court and dividing curtain, volleyball sleeves and standards and safety wall pads. "Check". New Aux Gym will contain this function.

*High School (Main) Gymnasium with two regulation basketball courts and dividing curtain, volleyball sleeves and standards and safety wall pads and telescoping bleachers. "Check. Existing Gym has no dividing curtain."

*Men's and Women's locker rooms with independent restrooms, showers and lockers. "Separate locker rooms for middle school and high school students are existing. Visiting teams use the middle school locker rooms for varsity contests; high school locker rooms for middle school contests."

*Weight Training Room with free weights, wall mirrors, exercise machines, protective flooring and wall mats. "Check". New Weight Room will accommodate this function.

*Administrative offices, nursing area, restrooms, conference, reception and building support areas. "Combined with ES."

4.4 The new Additions will conform to the HPCP policy adopted by the Office of the State Architect. Target will be for LEED Gold certification which involves meeting high performance strategies for energy management, mechanical systems, fenestration, exterior envelope, lighting, commissioning, measurement and verification and landscaping.

4.5 The existing ES is more than 50 years old but has no significant historic value and with its current configuration could not meet current programming, safety and security needs even with extensive rehabilitation.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The District's plan for maintaining the capital construction project upon completion addresses two components that will maximize the life of the project:

- 1.Preventive Maintenance Plan
- 2.Capital Renewal Budget

With the current District resources it is highly unlikely that the District will be able to set aside adequate funds to completely replace the facility at the end of its useful life. In current dollars, a \$15 million project with a design life of 100 years would require setting aside \$150,000 per year. This represents 7.5% of the District's total budget. Instead, the District will rely on the traditional Colorado school district strategy of gaining community support for a bond issue to replace the building at the end of its useful life.

The district's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining comprehensive preventive maintenance and capital renewal programs. The preventive maintenance program is to provide

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systematically for the maintenance of district-owned facilities. The capital renewal budget is to provide for the renewal of infrastructure and facilities based upon subsystems' predictable life-cycles and the long-term elimination of deferred maintenance. The programs are to be managed in a manner that will facilitate the timely completion of all identified tasks.

The current elementary school building requires approximately \$175,000 per year to maintain its operation. Because of the efficiency expected to be built into the new Additions, the resources required to maintain the new systems are expected to be less than current allocations. Maintaining current preventive maintenance allocations, with allowances for yearly inflation, will fund the Capital Reserve Budget and allow the excess to be shifted into the Capital Renewal Reserve Fund. The Capital Renewal Reserve Fund itself will be created with a yearly contribution of at least \$100 per FTE. For 2015, with 138 students in the October 2014 pupil count, this would generate \$13,800.

Within the DeBeque School District 49JT, preventive maintenance work will be defined as the work necessary to keep all District-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems; e.g., electricity, water, gas, heat, ventilation, air conditioning, and plumbing. It also includes maintaining and repairing basic components of district buildings and grounds; e.g., floor coverings, wall coverings, doors, windows, hardware, roofing, turf, sidewalks, streets/parking lots, and ancillary facilities or equipment. Costs for repairs will be paid from the Capital Reserve Fund.

The Capital Renewal Reserve Fund will be used for the specific purpose of replacing major facility systems with projected life cycles such as roofs, interior finishes, electrical and HVAC systems.

District plant management shall incorporate the following:

- 1.A bi-annual physical audit of each facility to identify maintenance/repair requirements in the planned/maintenance program;
- 2.A bi-annual facility condition report;
- 3.An annual five year projection of capital renewal costs of facilities and infrastructure based upon major subsystems' life cycles;
- 4.An annual deferred maintenance estimate, exclusive of the annual capital renewal projection cost;
- 5.A bi-annual audit and listing of maintained equipment, including:
 - a.Nomenclature (type, size, capacity, manufacturer, etc.)
 - b.Location
 - c.Condition
 - d.Maintenance tasks and frequencies
 - e.Maintenance schedule
 - f.Cost data
 - g.Life cycle
 - h.Warranty coverage;
- 6.A bi-annual review of equipment identified for replacement;
- 7.A computerized work order system to carry out identified maintenance tasks and which will reasonably account for the total allocated resources;
- 8.A current comprehensive schedule for all maintenance and capital renewal work through a computerized work order system;
- 9.Policies and procedures for effective materials management with resultant written records demonstrating internal controls over the purchase, storage and use of plant operations department materials.

In addition, the District will retain the services of the project's commissioning agent for one year post construction to monitor the building to ensure building systems perform as designed, ensure that the District's operating personnel are adequately trained on the operations and maintenance of building equipment, coordinate and supervise required seasonal testing and deficiency correction and assist in the development of a preventive maintenance plan.

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If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

DeBeque ES was constructed in 1962 as a campus-style high school. Subsequently, a separate preschool building was constructed as well as two relocatable classroom buildings joined as one. These buildings are in poor condition. DeBeque HS was constructed in 2000 and the old K-12 school became the ES. The HS is in very good condition.

Current Grant Request:	\$5,353,496.48	CDE Minimum Match %:	68
Current Applicant Match:	\$11,376,180.02	Actual Match % Provided:	68
Current Project Request:	\$16,729,676.50	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	Yes
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$543.00
Total Project Costs:	\$16,729,676.50	Escalation %	10
Affected Sq Ft:	82,165	Historical Adverse Effect?	Yes
Affected Pupils:	138	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$204	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$121,230	Who owns the Facility?	District
Sq Ft Per Pupil:	595	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2015 Bond Election		NA	

District FTE Count:	132	Bonded Debt Approved:	
Assessed Valuation:	\$404,495,240	Year(s) Bond Approved:	
PPAV:	\$3,064,358	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,316,437	Year(s) Bond Failed:	
Median Household Income:	\$58,750	Outstanding Bonded Debt:	\$1,380,000
Free Reduced Lunch %:	45.8	Total Bond Capacity:	\$80,899,048
Existing Bond Mill Levy:	0.569	Bond Capacity Remaining:	\$79,519,048
Five Year Change in Buildings to Current Revenues %:	9.74		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	227.41		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	99.07		
Charter School Capital Construction Funding:	\$0.00		

GarMesa, LLC.



2111 44 Road • PO Box 237 • De Beque, CO 81630 | 970-210-5770 (office) • 970-283-5422 (fax) | info@garmesa.com • www.GarMesa.com

February 23, 2015

GarMesa, LLC.
Dick Latham- owner
DeBeque, CO 81630

To Whom it May Concern,

My name is Dick Latham. I was born and raised in DeBeque and have a strong attachment to this community. I graduated in 1972 from the building that is currently the elementary school. In those days the school was the center of this community. It continues to be that to this day. That old building holds many memories for my entire family, but it is obviously in need of more repairs than are feasible. Therefore, I am fully in support of going ahead with cost effective plans to construct a new elementary building.

I was a member of the school board when the new high school building was planned and constructed in 2000, so I understand the complexities of the decisions being made. I applaud the open meetings and opportunities for community input in the planning. I also appreciate the current Board of Education as they attempt to lessen the financial impact on the local taxpayers by actively seeking grants and financial assistance for this large of a project.

Both of my children graduated from this school district and are well educated, successful and productive members of their communities. It is my hope that this District will strive to provide an even better learning environment for my grandchildren.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dick Latham".

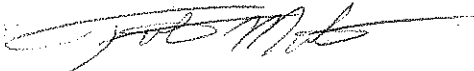
Dick Latham

To whom it may concern,

This letter is in regards to the project the DeBeque school is trying to undertake at this time. I would like to express the towns support in this project. I would like to start out by saying that the school is the heart of this little town and community, without it this community would not be what it is today. The school is vital to the growth and stability of DeBeque and the surrounding area. The Debeque school moving forward with the plan of bettering the campus is not only a great way to improve what is offered to the students of this area. It would also be a great asset to the local businesses and community at large.

Being from this area I have seen this community thrive and fall along with oil and gas. The schools numbers in students has grown and diminish along with the town. We are back on the upward track as a community and this is a great way to be sure that even with economic struggles the community here will maintain. This school has a true need for a new facility. As I stated before The Town of DeBeque fully supports the schools efforts in trying to provide the very best for the students, community, and surrounding area.

Thank you for your time,



Mayor
Forest Matis

Donna Albertson
1994 45 ½ Road
P.O. Box 420
De Beque, CO 81630

February 19, 2015

BEST Board
201 E. Colfax Avenue Room 206
Denver, Colorado 80203-1799

To whom it may concern:

I am writing this letter in support of the construction of a new elementary school for the town and surrounding community of De Beque, Colorado. I would like to tell you about our small rural community.

Like most small communities in Colorado, the school is the base of the community. Our town has been and continues to be a combination of agriculture and energy. It is "boom or bust" with energy development. While employment may go up and down, the school remains somewhat steady in its enrollment. Because of this, the school is one of the few stabilizing things that the people count on for their families.

As you know, our current elementary school is old and has many problems. Many of these problems are structural. Many of these problems create safety concerns. The design of the old school, on its own, has created safety issues that can't be rectified by remodeling. My husband served on the school board for over twenty years in the 70's and 80's. He is well aware of the decline in the structural integrity of the building. We have attended almost every function that has been held in the building in the last 10 years and have commented on how there was no possible way to make it meet any of the criteria that would be used for school construction today.

Two of our grandchildren still attend school in this building so we do have an invested interest in what happens here. But beyond that, this is our home and what happens with the school will impact our community for years to come.

I hope our interest in the school will act as a positive in your consideration. It is important to us.

Sincerely,



Donna Albertson

• Facilities Impacted by this Grant Application •

Plateau Valley 50 - K-12 RTU Replacement - Plateau Valley ES/MS/HS - 1959

School Name: Plateau Valley ES/MS/HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	101,613
Replacement Value:	\$26,632,371
Condition Budget:	\$8,501,453
Total FCI:	31.92%
Energy Budget:	\$0
Suitability Budget:	\$4,772,900
Total RSLI:	23%
Total CFI:	49.8%
Condition Score: (60%)	3.54
Energy Score: (0%)	2.27
Suitability Score: (40%)	4.09
School Score:	3.76



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Applicant Name: PLATEAU VALLEY 50

County: MESA

Project Title: K-12 RTU Replacement

Previous BEST Grant(s) Funded: 1

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input checked="" type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | The units are heating and cooling units |

General Information About the District / School, and Information About the Affected Facilities:

Plateau Valley School District is a rural school in western Colorado. We have two facilities, one a PK-12 school and one is an alternative school that is owned by the Federal Government. This grant is only for upgrades on the PK-12 school, which was built in 1959. The students in the PK-12 school are performing average academically. We have been trying to upgrade our technology in the last few years, receiving a Federal Mineral Lease grant to accomplish some upgrades last year. Last year we also received a BEST grant to remove asbestos and replace old failing carpet.

This project is to replace old, and failing, heating cooling units in the PK - 12 facility. Units that will be replaced are throughout the facility and are 25 years old or older. Most of them are classroom units, but two are large units that heat the gym that is part of the original 1959 building. There are also two units that will be placed in the shop area where we teach Agriculture and have our transportation maintenance. The other 26 units are all individual classroom units in the older part of the school.

Deficiencies Associated with this Project:

Presently we have 26 heating cooling units for individual classrooms that are 25 years old and older. We have two large units on the original gym that are also older than 25 years. We will also add heating and cooling units in the shop area. These older units have very poor air circulation, causing unhealthy air to be recirculated increasing the number of sick students. We usually have approximately 95-96% attendance, this year with the heating cooling units failing the average attendance has been approximately 93%. The units are also beginning to fail. This has been a mild winter and we are still struggling trying to keep many of them running. Some mornings the custodian will show up early to find numerous units that have stopped working during the night leaving the room temperature in the 50 degree range. We have tried to use electrical space heaters to keep rooms usable, but this is very inefficient and unsafe.

Proposed Solution to Address the Deficiencies Stated Above:

We need to replace the old units with upgraded models that will actually be reliable and able to circulate the air better. The units we are looking at are Trane heating and cooling units that are much more efficient than the ones we presently have. The facility is old, but has been very well maintained. The core of the facility has at least 20 more years of great use, so this solution is the best for the present time and the future of the building.

How Urgent is this Project?

This is a very urgent health and safety problem. As stated before, these units are beginning to fail and at the current rate we will spend more time and money trying to keep them functioning than the replacement cost will be. They also have poor air circulation systems that make it unsafe for students. These older units have very poor air circulation, causing unhealthy air to be recirculated increasing the number of sick students. We usually have approximately 95-96% attendance, this year with

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the heating cooling units failing the average attendance has been approximately 93%.

How Does this Project Conform with the Public School Facility Construction Guidelines?

4.1.4

Mechanical systems.

A safe and efficient mechanical system that provides proper ventilation, proper sound levels and maintains the building temperature and relative humidity.

The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes, and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8CCR 1507-30.

4.1.4.1-

Healthy building indoor air quality (IAQ) through the use of the mechanical heating, ventilation and air conditioning (HVAC) systems or operable windows and by reducing air infiltration and water penetration with a tight building envelope.

The units we will be replacing are old and failing. We will be replacing them with new units that are more efficient and actually circulate the air so we have clean, healthy air for the students in their classrooms.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

For the last 5 years we have averaged over 2.6% of our budget for preventative maintenance and capital projects. We have a roof rotation plan, have purchased a new boiler, carpet replacement, installed new high efficiency lights and built security entrances in the PK - 12 school. This has all been done during the declining budgets for schools, but we realize how important preventative maintenance is. We replace filters and belts on our present heating/cooling units we have quarterly, and that is how they have lasted as long as they have.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

This is for replacing heating/cooling units that are 25 years old and older. The building itself was built in 1959 and was new that year.

Current Grant Request:	\$316,348.78	CDE Minimum Match %:	69
Current Applicant Match:	\$316,348.78	Actual Match % Provided:	50
Current Project Request:	\$632,697.56	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$286.00
Total Project Costs:	\$632,697.56	Escalation %	15
Affected Sq Ft:	35,000	Historical Adverse Effect?	No
Affected Pupils:	305	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$18	Is a Master Plan Complete?	No
Cost Per Pupil:	\$2,074	Who owns the Facility?	District
Sq Ft Per Pupil:	115	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund		NA	

District FTE Count: 432 **Bonded Debt Approved:**

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Assessed Valuation:	\$147,985,170	Year(s) Bond Approved:	
PPAV:	\$342,162	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$2,199,207	Year(s) Bond Failed:	
Median Household Income:	\$51,875	Outstanding Bonded Debt:	\$2,725,000
Free Reduced Lunch %:	23.13	Total Bond Capacity:	\$29,597,034
Existing Bond Mill Levy:	2.441	Bond Capacity Remaining:	\$26,872,034
Five Year Change in Buildings to Current Revenues %:	6.37		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	213.23		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	97.44		
Charter School Capital Construction Funding:	\$0.00		



BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant's waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

We are asking for the match to be reduced from 69% to 50% or from \$327,450 to \$237,783. Dollar wise this is \$99,867, or approximately 2.6% of our entire revenues for the 2014-15 school year. Over 2.5% of any school district budget would be significant. A 2.6% loss to the Denver Public Schools budget would be approximately \$7,125,194. When you look at it in this light you realize the formula adversely affects small schools because the percent we lose has a huge impact on education, just as over 7 million dollars would adversely affect DPS.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

The difference in match we are asking for is \$99,867 or \$305 per student. Again, if you look at cost per pupil it has a huge impact on small districts. If the BEST board had to charge large districts \$305 per student it equates to millions of dollars of impact. That is the same impact the students of Plateau Valley School will feel if we do not get a 19% less match. We are still willing to pay 50% of the match, which cannot be lost in this thought. We have skin in the game.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

As stated in the grant we have written other grants for other projects. I have put those efforts into getting other projects done that will enable the students of Plateau Valley Schools to compete with students from anywhere in the world. We have received grants for preschool funding, asbestos removal and improving technology in just the last 12 months. This is part of the reason we have not sought other match contributions. Time is the deciding factor and we have written many grants for other improvements.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

I feel using Per Pupil Assessed Valuation is a component that should not be included in the match formula. Again, this adversely affects small districts, especially ones with gas and oil in the community. I will make two points concerning this issue. First gas and oil is a very fluid source of funding, going up and down greatly, year by year. Secondly, the funding formula for small schools does not give us any more money for higher assessed value per student.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

This factor will change dramatically in our community in the next few months. With gas prices falling, the gas and oil industry is laying people off as I write this. Again, this is why something like this is a false sense of a district's ability to match a grant. Size should be the main factor. The bigger the district, the easier it is to have millions of dollars available for projects. Research will show economy of size is a huge factor in entities' ability to function.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

This factor does have an impact on the General Fund. The higher the free and reduced percentages, the more money a district receives per pupil. We have many families that would qualify for free and reduced meals, but they will not apply because they feel it's a "government handout".

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

We passed a Bond 10 years ago to add on to our 55 year old building. We have not attempted another, as we have taken care of our old building and we have maintained it so it should last another 20-30 years. I feel districts that have not passed Bonds because they have maintained their facilities should not be penalized.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the lower the match.

We do have some Bonding capacity, but as I stated in #7, we do not need a new building. Districts that have a great maintenance program, and a history of taking care of what they have should not be penalized for doing preventative maintenance on their buildings.

10. The school district's unreserved fund balance as it relates to their overall budget.

This again is a poor choice of numbers to use. Small districts have to have a higher percent of the General Fund in reserves than larger districts just to operate. If we have a roof that needs replaced it may cost \$350,000 or 10% of our entire new Revenues. This roof would have next to no impact on larger districts.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

This is not an extenuating circumstance, but I feel the point must be made we are hoping to match with a 50% match. This is a significant match, considering a 50% match would be 6.2% of our entire Revenues for the 2014-15 school year. A dollar per dollar comparison with DPS would mean if DPS matched any grant with 6.2% of their revenues it would amount to almost \$17,000,000. Small districts are getting the short end of this matching system.

• Facilities Impacted by this Grant Application •

Montrose County RE-1J - HS Shop Electrical Upgrade - Montrose HS - 1941

School Name: Montrose HS

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	193,577
Replacement Value:	\$59,899,853
Condition Budget:	\$24,204,500
Total FCI:	40.41%
Energy Budget:	\$0
Suitability Budget:	\$12,002,400
Total RSLI:	17%
Total CFI:	60.4%
Condition Score: (60%)	3.55
Energy Score: (0%)	3.13
Suitability Score: (40%)	4.02
School Score:	3.74



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: MONTROSE COUNTY RE-1J

County: MONTROSE

Project Title: HS Shop Electrical Upgrade

Previous BEST Grant(s) Funded: 8

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Montrose High School (MHS) was established in Montrose, Colorado in the 1940s and has undergone several remodels and additions in the 1960's, early 70's and mid 80's with the latest addition completed in 2003. The total size of the school now encompasses 121,919 square feet of space. Located in the center of town off Colorado State Highway 550, MHS is a well-recognized icon in the community. The school currently houses 9th through 12th grade population of the city of Montrose and portions of Montrose County. The October 2014 student count reported to CDE for Montrose High School was 1,353. Montrose High school is a four year course of study and graduation requirements are based upon units of credit earned in grades 9, 10, 11, and 12. A minimum of twenty-four (24) units of credit must be earned in order to meet District graduation requirements. In addition, 15 hours of approved Community Service must be completed and credits must be earned in the following classes including English, social studies, mathematics, science, physical education, health, fine/performing arts and technology.

MHS is the largest school in the District's portfolio with the highest need for maintenance including 340 work orders issues since January 1st, 2014. Additionally, the campus is used 350+ days per year including numerous school district events and community based activities. MHS has been the recipient of several CDE capital construction grants and a recent BEST grant as noted below:

- 1.A new boiler plant for the older portion of the building
- 2.Various roofing projects including the 2nd floor classroom building, the science "quad" classrooms, the library and the weight/music room in 2010.
- 3.Partial window replacement
- 4.HVAC Upgrade for the 1st floor (2014 award)

The District is excited about the B.E.S.T. Grant Program and is looking forward to the opportunity of receiving additional funding for the schools ongoing improvement needs. During the 1990's, District finances reached an all-time low and the funding of general maintenance and upkeep of the facilities were a low priority within the District. Consequently, deferred maintenance items and necessary capital improvement measures such as roofs and various safety related projects were not funded. However, since 2001, the district has taken an aggressive approach in regard to ongoing facility maintenance, repairs and upkeep. When possible, facility improvement grants have been pursued and in 2002, a bond/sales tax proposal was given to the voters for their approval. The initiative passed with a 2/3 majority and MHS received a 12 classroom addition from a voter approved package. Additionally in 2013, the District implemented an energy performance contract through the Colorado Energy Office (CEO). The District competitively selected an energy services company to implement energy efficiency and capital improvements throughout the District including lighting retrofits, controls upgrades and various HVAC measures. The high school was included as part of this project which was funded primarily from future energy and operational savings along with a substantial capital contribution investment from the District. The district recently used rebates from the energy savings contract to fund the first phase of the rewiring of the woodworking/JROTC shop.

Deficiencies Associated with this Project:

BEST FY2015-16 GRANT APPLICATION SUMMARIES

The District strives to provide a safe learning environment for our students, teachers and staff. With this in mind, it is the goal of the Montrose County School District to resolve electrical issues as quick as possible due to the inherit danger related to unsafe electrical conditions and overall need for safety. Thus, there is a need to upgrade the present electrical distribution at Montrose High School woodworking/NJROTC shop. This need came about from a routine electrical inspection when a cooling unit was added to an existing panel board. During this inspection the electrical inspector noticed and called to the attention of the School District maintenance electrician what appeared to be an unsafe condition at the disconnects and panel boards serving the woodworking area. This prompted a full inspection of the panel boards, disconnects and associated feeders. This was a concern to the maintenance electrician due to the fact that in the previous year there had been a failure of conductors to a panel board.

During the inspection it was noticed that the woodworking shop material storage, the dust collector and the electrical room all share the same area. In this room is located a 200 amp Bulldog Junior 3 Phase disconnect, serving the Industrial Arts area, a 225 amp Federal Pacific 42 circuit panel board serving the Tech Lab area, another Bulldog Junior disconnect serving the lighting for the areas, an Electri-Center panel board serving the finishing room, and an additional Square D 200 amp safety switch serving the NJROTC Department.

Aside from being located in a dusty environment, the electrical equipment (some haven't been manufactured for 40 to 50 years) is antiquated. Bulldog does not have a bad reputation nor does Square D, but the Federal Pacific panel has a history of the breakers not tripping when required to do so. Electri-Center was manufactured in the 1950s and although top of the line in its day, it is over 50 years old. As with all older equipment replacements parts are hard to acquire. Because this is a dusty environment the existing lighting does not meet the standards as outlined in the National Electric Code. The electrical connections for the woodworking equipment also are not installed to code. Additionally, the finishing room also houses an exhaust fan and the motor is located in the air stream and the motor is not explosion proof, therefore this also needs to be addressed.

Proposed Solution to Address the Deficiencies Stated Above:

Based upon the issues with the system noted in the "Deficiency" section, there is a need to upgrade the present electrical distribution at Montrose High School woodworking shop. The new proposed system would include new panels to be located in the old abandoned boiler room, which would eliminate the concern about the systems being located in a high-dust area, a lighting upgrade and the redistribution of the power feeds. The project would also update the lighting and electrical connections at the same time. Specifically, the scope of the work for the selected contractor would be:

- Provide labor and wiring for a complete rewiring of woodworking shop.
- Provide a main distribution panel at 600 amps 120/208 volt 3 phase.
- One 600 amp 3 pole breaker to be installed in the existing gear.
- Provide one 225 amp panel with 35-20 amp breakers.
- Provide one 125 amp panel with 30-20 amp breakers.
- Provide one 225 amp panel with 26- 20 amp breakers and 3-20 amp 2 pole breakers.
- Provide 38 chain-hung lights sealed and gasketed for dusty environment.
- Provide one explosion proof exhaust fan.
- Provide labor and material for demolition for existing panel and disconnects to be removed.
- All equipment in woodworking area will be rewired to remove the existing gutter bus and provide kellum grips and cords with new SO cord for each piece.
- Rewiring in computer area to add three additional circuits and all wiring and conduit to install new MDP and panel boards and to rewire woodworking and relocate NJROTC panel to NJROTC area.
- The existing lathe motors are nameplate rated for 240 volts and are currently served by inverters.
- The inverters are to be removed and a boost transformer provided.

In summary, the overriding benefit of the new proposed system will be to provide a safer long-term benefit environment for the students, teachers and staff at MHS. Other benefits include reduced maintenance costs along with a mitigation of future risk due to an emergency failure situation. Additionally, the new system will be a modern electrical system that will aid in minimizing utility costs associated with the operation of the woodworking shop and popular NJROTC operations. This solution represents the most cost-effective solution to address the current deficiencies.

How Urgent is this Project?

As described previously, the existing system is extremely problematic with increased ongoing maintenance issues and possible future repair costs along with the imminent failure of the system. Thus, this makes the current learning

BEST FY2015-16 GRANT APPLICATION SUMMARIES

environment in the classrooms unsafe for our students and staff and this is unacceptable and needs to be remedied immediately. Additionally, the District is currently faced with the future possibility of this building and it's associated programs shut down due to danger of the system failing. Thus classes would have to be canceled. Additionally, the local electric inspectors have told us with no uncertainty that they want this work completed as soon as possible due to the danger involved. Lastly, the funding of this project will avoid additional maintenance and repair costs and a more costly unplanned emergency replacement project in the near future. The recently completed upgrades to the feeder base system were the first step in a process and have proven to be a very worthwhile long-term investment for the District. The District is very appreciative of the BEST grant program and for the careful consideration of this application in particular.

How Does this Project Conform with the Public School Facility Construction Guidelines?

This project conforms to the current Public Schools Construction Guidelines (<http://www.cde.state.co.us/cdefinance/ccaconstructionguidelines2015>). Specifically, sub sections: 4.1.3 Electrical and distribution systems. Safe and secure electrical service and distribution systems designed and installed to meet the National Fire Protection Association 70: National Electrical Code (2014), and ASHRAE 90.1-2013 Energy Standard for Buildings Except Low-Rise Residential Buildings. This project is being proposed so that the replacement of the old electrical distribution system can be removed and replaced with new updated and safer electrical distribution system. A licensed contractor, preferably a local Colorado contractor, will complete all work. All work will be inspected by a state electrical inspector and will be overseen by the school districts master electrician who has been licensed in the state of Colorado for 30+ years.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

To begin, each project that is contracted for in relation to these proposed projects will have a manufacturer and an installation warranty. Typically, these warranties are 12-24 months at a minimum. The Montrose County School District is very diligent in enforcing these warranties and is very aware of the expiration times involved in these warranties. When the warranty period runs out for repairs needed, the School District currently has a plan for covering cost of repairs. As with all projects in the district (Grant and Non-Grant), all repairs and any needed replacement of materials or equipment currently come from two different budgets those projects are maintained under. This project requested within this grant is no different. The first budget is the maintenance budget. The maintenance department is allocated a budget each year (annual budget allocation for the Montrose County School District RE-1J begins in July of each year) and it is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$300,000 and \$400,000 per year and covers all expenses related to upkeep and required repairs within the district. It also entails the coverage of day-to-day repairs within the District. So should any small and/or minor problem occur on this grant requested project, the maintenance budget would cover it. Furthermore, any annual inspections or other occurrences that happen in relation to this project would be covered by this budget. Through this fund any items that are not covered by the aforementioned warranties will be taken care of. The other budget is the Capitol budget. This is used for large one time repairs and should a major failure occur outside the warranty period, this budget would be utilized for expenses.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

Retrofit

Current Grant Request:	\$26,357.50	CDE Minimum Match %:	68
Current Applicant Match:	\$56,009.70	Actual Match % Provided:	68
Current Project Request:	\$82,367.20	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$298.00
Total Project Costs:	\$82,367.20	Escalation %	10

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Affected Sq Ft:	10,000	Historical Adverse Effect?	No
Affected Pupils:	1,353	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$8	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$61	Who owns the Facility?	District
Sq Ft Per Pupil:	7	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		N/A	

District FTE Count:	5,630	Bonded Debt Approved:	
Assessed Valuation:	\$454,542,639	Year(s) Bond Approved:	
PPAV:	\$80,729	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$6,410,094	Year(s) Bond Failed:	
Median Household Income:	\$47,963	Outstanding Bonded Debt:	\$6,485,000
Free Reduced Lunch %:	53.46	Total Bond Capacity:	\$90,908,528
Existing Bond Mill Levy:	1.739	Bond Capacity Remaining:	\$84,423,528
Five Year Change in Buildings to Current Revenues %:	4.47		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	125.92		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	83.54		
Charter School Capital Construction Funding:	\$0.00		



COLORADO

**Department of
Regulatory Agencies**

Division of Professions and Occupations

Business and Inspections Branch
State Electrical Board

February 19, 2015

Re: Industrial Arts Building
Montrose High School

To whom it may concern,

It first came to my attention in 2013 that the electrical system of the Industrial Arts Building (IAB) was quite deficient. The main electrical service for the high school was upgraded which also involved re-feeding the IAB system. Upon inspecting the re-connection, I found much of the original installation in the IAB was sub-standard, some of which bordered on unsafe and unlawful installation. There were numerous extension cords in 'permanent' use as well as a 40-year accumulation of dust everywhere. I pointed this out to management and they quickly responded with a thorough cleaning from top to bottom and removal of the extension cords. The most egregious violations were corrected but the entire electrical system is in need of major renovations.

This installation appears to be the original electrical system and is quite out-dated. The facility is in dire need of upgrading if it is to continue as a safe and viable environment for educational purposes. I believe management has prepared an appropriate plan to upgrade the IAB electrical system but the project is in need of funding. It is sad that the safety of the occupants of the facility should be predicated upon money. I encourage you to allow life safety to be the primary consideration in meeting present funding needs.

Best regards,

J Grant Hammett
Supervisor Electrical Inspector



• Facilities Impacted by this Grant Application •

Ouray R-1 - K-12 Renovation - Ouray ES/MS/HS - 1937

School Name: Ouray ES/MS/HS

Number of Buildings:	2
All or Portion built by WPA:	
Gross Area (SF):	57,566
Replacement Value:	\$17,783,234
Condition Budget:	\$11,012,285
Total FCI:	61.93%
Energy Budget:	\$0
Suitability Budget:	\$3,375,000
Total RSLI:	8%
Total CFI:	80.9%
Condition Score: (60%)	2.86
Energy Score: (0%)	2.15
Suitability Score: (40%)	3.90
School Score:	3.27



BEST FY2015-16 GRANT APPLICATION SUMMARIES

Applicant Name: OURAY R-1

County: OURAY

Project Title: K-12 Renovation

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|---|--|
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Ouray School District R-1 was established in 1883 to provide education for the remote mining community of Ouray, Colorado. The original structure was replaced in 1937 and has since been expanded 4 times. The facility consists of a single K-12 building and a separate gymnasium building with cafeteria. The City of Ouray is still a geographically isolated, high altitude, working class community with an economy based on seasonal tourism and light mining industry. Ouray has 1,013 residents with 283 families. The school district presently has 192 students, which is similar to the historic average.

The school has been at the heart of this rural community throughout its history, providing an educational, cultural, and social focal point. Many of today's residents are Ouray School graduates and parents of current students, and continue to participate in school activities. The school has an historical record of high academic achievement and has produced many highly successful graduates. The school is the City's largest employer, providing 42 local jobs. New families in the community often cite the excellence of Ouray School as reason for relocating.

Ouray School staff, administration, and community have worked hard to bring academic excellence to our unique, mountain community. The district is one of only eleven in the state that have been "Accredited with Distinction" by CDE for five consecutive years. It has also received the Governor's Distinguished Award and the John Erwin Award. The Middle School is rated 5th in the State at academic achievement as rated by Colorado School Grades. The school is an ESEA Reward School.

As the community's stand alone-educational institution, Ouray School has always dedicated itself to providing a complete and diverse educational opportunity in a sparsely populated area. The school is a one-round school (meaning we have one classroom each for preK-5 grade), PreK-12, all under one roof. The school integrates an excellent educational program in math, literacy, and core subjects from kindergarten through high school. Art, PE, and Music programs are available at all levels. A Gifted and Talented program is available 3-12. Health, Band, Choir, Technology, and Industrial Arts are offered in Middle School.

The High School offers AP and college concurrent courses, French, Spanish, and Russian. Additional HS electives include Architecture, Outdoor Education, Theater, Film, Radio, Business, Web Design, Computer Applications, Applied Technology, and Psychology. The High School offers Technical, Academic, and Honors Diplomas. The Colorado Model Content Standards are met with our academic programming.

The K-12 Building has numerous health, safety, and security issues that require immediate attention. The roof system over the various historical additions is a patchwork of flat roof surfaces, all of which perform poorly, fail frequently, and are due for replacement. The HVAC system in the building is inadequate and unreliable. Retaining walls are in danger of collapsing. The fire alarm system does not communicate across the entire facility. The building has a sprinkler system that only covers 15% of the occupied area. The primary entrance does not provide adequate security and control. These are the highest

BEST FY2015-16 GRANT APPLICATION SUMMARIES

priority issues which affect the integrity of the school. A complete list is available below.

The school has determined, through a Master Facility Plan (attached) that the "bones" of K-12 Building are still good. A small operating budget due to the small, rural nature of our community has prevented proactive modernization. The school has prioritized resources to maintain and grow academic excellence at the expense of larger renovation projects. Thus, our facility has reached a critical point in terms of age-related upkeep and restoration. Further, replacement of the facility is estimated to be at least double our planned renovation costs, and is not feasible due to site constraints.

Deficiencies Associated with this Project:

The ability of the K-12 Building to provide a safe, healthy, and secure environment for education has reached an overall critical condition. More than \$9 million worth of necessary repairs and modifications were identified both by the CDE Site Evaluation performed in 2009 and the Master Facility Plan performed by RTA Architects in 2014.

The school district is pursuing a BEST Grant because correcting these conditions has grown beyond the scale of the local resources that are available. The matching funds the school is requesting are absolutely necessary to achieving this level of capital improvement.

At issue is the school's viability as a home for quality education and as a community anchor. The scale of daily maintenance and future renovation costs will soon reduce the school district's ability to appropriately fund the education of our students. Ultimately, the school's role of service, leadership, and excellence in the community will be impacted. The loss of the school would devastate the community and economy of the area. Families and an employment base for tourism are rooted by the presence of the school. Without the school, the City of Ouray would be an incomplete community.

The building is an assemblage of the original 1937 structure with additions built in 1965, 1977, 1996, and 2003. Modern codes and standards such as outside air replacement, secure entries, and fire suppression systems are not met. If the identified problems are not corrected, the school building will continue to degrade to the point where it will become unsafe and potentially forced to close.

The following project details were derived from a professional facilities assessment. This list includes the deficient categories most critically important with regard to health, safety, and security.

1. The roof is presently inadequate to protect the building from the elements in this mountainous climate. The disorganized flat surfaces of the roof are 20 years old and due for replacement. Leaks into classrooms are occurring frequently. Snow removal is done by hand is expensive and dangerous for staff. Water also pools in areas that do not drain properly.
2. HVAC-Mechanical ventilation and air circulation throughout the building are inadequate. Radon mitigation and air quality in the internal core of the building require a permanent solution. Radon levels are still high even after mitigation efforts were made. We measured radon levels in February 2015 at 4.6 to 9.9 ppm in the ground floor area where we are most concerned about ventilation and air quality. Mobile fans are in regular use to refresh air. Old heat piping is unsafe and has recently failed, spilling cooling solution into the crawl spaces below the elementary classrooms forcing evacuation of the classrooms due to nauseating smells sweeping into the rooms. Temperature control is a problem throughout the building. Exhaust for bathrooms and many other small rooms is absent. We do have relatively new boilers but the heating system is antiquated in the older parts of the building.
3. Fire Protection systems are inadequate. The building is currently "grandfathered" for lack of sprinklers but current codes require sprinklers in all parts of the building. The school district and the community are very concerned about the lack of sprinklers in 85% of the building. Classroom doors and corridors are also not rated for fire and smoke resistance.
4. Fire alarm system- The current system does not meet code, as it lacks communication between the two buildings.
5. Security-Control of access to the building is inadequate. Locks are not automated and there is no vestibule to control entry. There is no line of sight at the entry. (See the Safety Questionnaire)

BEST FY2015-16 GRANT APPLICATION SUMMARIES

6. Electrical systems-Electrical panels and circuits are out of date and classrooms do not have sufficient outlets. Some existing panels are overloaded. Some light fixtures are antiquated and inefficient. Grounding of the electrical system needs improvement.
7. Plumbing- The school's water supply is too small and has no back flow preventer. Older areas of the building have sanitary sewer piping that is beyond expected life.
8. Hazardous materials are not stored per required safety practices. Asbestos containing flooring needs to be removed. Science Lab chemicals are not vented or stored adequately. Cleaning chemicals in utility closets are not vented.
9. No health office/sick room- Students with health problems are presently kept in areas with the general student population and administrative staff. The school maintains regular contact with the Ouray County Nurse. This person does not have an office to use while on campus.
10. Existing crosswalk between the K-12 building and the gymnasium building, located across a city street, does not separate pedestrian and vehicular traffic. Gating, lighting, and slope of pedestrian walkways need improvement.
11. Historical significance of the structure is threatened by the critical state of maintenance and safety concerns.
12. ADA deficiencies-The multi-story school lacks an elevator. Ramps and bathrooms need renovation to meet ADA standards.
13. Foundation failures need to be repaired and inadequate drainage threatens the foundation and classrooms on the north side of the building. A stacked stone retaining wall for the playground is bowing presents an imminent threat of failure, collapsing on to a public sidewalk. Lack of a retaining/barrier wall on the east side of the building has allowed cars, in icy weather, to slide off the street and into the building, threatening the pre-K classroom.
- 14-. Building is energy inefficient- Existing windows do not meet current requirements for thermal insulation and are failing at numerous areas around the building. Exterior wall and roof insulation are deficient. Lack of a two-door entrance vestibule permits cold outside air to flow into the building whenever someone enters the building.

Proposed Solution to Address the Deficiencies Stated Above:

The District has engaged RTA Architects of Colorado Springs to develop an integrated plan to address the building's deficiencies. RTA will design and inspect these solutions in accordance with the most recent applicable architectural, functional, and construction standards and codes.

The district will conduct bidding for the contractors and consultants in a fair, competitive and transparent process in accord with our policy that "...all bids shall be opened in public by appropriate district officials or employees at the time specified, and all bidders shall be invited to be present."

The solutions are detailed below.

1. Roof- The District will install a new standing seam metal roof with a 2:12 pitch. Snow jacks, drainage, and ice melting will be integrated into the roof system. The old roof, to be covered by the new, will require some modification but will not require a complete tear off. R30 insulation will upgrade thermal the efficiency of the roof system. Structural modifications consisting of structural stem wall over framing will be required. The new roof will have a 40 year manufacturer warranty. Water damage will be repaired. The roof system was assessed and designed by Buckhorn Geotech (now DOWL). A full structural assessment was also performed prior to the 2014 bond election. RFQs and bids will be accepted for the roof material and installation.
2. HVAC-A central ventilation system servicing the entire building will be installed. Old heat piping will be replaced. ME&E, Mechanical Engineers of Durango has been involved in the assessment and design of the HVAC system. They have evaluated several integrated systems including packaged units, heat pumps, and fan coil units. System efficiency and life cycle costs are

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being considered along with feasibility in terms of integration with the existing systems and existing structure. Consideration is being given to systems that lend themselves to a phased implementation. Commissioning of the system and the building will take place during Phase 2, when most of the mechanical systems will be installed.

3. A complete sprinkler system will be installed in all occupied and required spaces. Fire rated doors will be installed as required by code. The sprinkler systems will be supplied by a dedicated 6" water line into the building. The existing feed water line was tested to have 810 gpm flow rate and 116 psi static pressure. Our mechanical engineers have deemed this supply adequate enough to operate the system without cisterns or booster pumps.
4. The fire alarm system will be upgraded to meet code and communicate across the entire campus. The fire alarm panel will be upgraded and new devices will be added per code.
5. Provide a security vestibule at the main entrance with double secure entrance point, recorded video and automated lockdown controls. This vestibule will also provide control of cold outside air into the building.
6. Electrical systems-Upgraded service panels will be installed, providing additional circuits and outlets for increased capacity and service in classrooms. Energy efficient fixtures will be used.
- 7.Plumbing-New 1 1/2 inch service line with back-flow preventer will be installed. Old water service lines will be replaced. Student restrooms will be renovated with new finishes, fixtures, ventilation, and improved accessibility.
8. Hazardous materials- Science lab exhaust and storage will be added. Dust collection and exhaust will be added to the VoTech shop. Asbestos containing floor material will be removed at an estimated cost of \$135,000.
9. No health office/sick room- The first floor area will be remodeled to accommodate this space.
10. Existing crosswalk- Crosswalk will be rebuilt with automated mechanical gates, appropriate slopes, and outdoor lighting. Snow melting will be added to greatly affect the safety of our sloped sidewalks. Outdoor security lighting will be improved.
11. Historical significance and longevity of the building will be addressed with the renovation.
12. ADA deficiencies-An elevator will be installed into an existing shaft to provide access all building levels. Ramps will be provided and access to restrooms will be improved. Access to the playground will be improved with sidewalks.
13. Retaining walls will be rebuilt at the cafeteria and the east wall of the playground. Drainage will be improved in trouble spots. The retaining walls will also provide a barrier to cars sliding into the pre-k classroom in icy weather.
14. Double hung windows will be replaced throughout the building with commercial quality insulated operable windows. Insulation in classroom walls will be retrofitted. Insulation in roof system will be improved to R30. Exterior walls will be upgraded to R19.

How Urgent is this Project?

The deficiencies at Ouray School are of immediate concern. Failures have occurred and are occurring on a regular basis. Structural and performance failures are likely to occur in the near future. The list below will detail the specific situations.

The School District must resolve these deficiencies during the renovation efforts over the next two summers in order to remain a viable facility.

The District has responded to serious concern from the community and staff regarding deficiencies at the facility. The school has worked with the community to develop a plan to restore the building to one suitable for education. In November 2014, working on the recommendation of and with the help of G.K. Baum Investment Bankers, our District passed a bond that was sized, based on our own moderate income demographic, to provide a good probability of passage. This dictated a millage and bond value that would provide funds only sufficient to correct the most egregious deficiencies. The advice we followed

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was good, and the district worked hard to achieve passage. However, remediation of the additional identified deficiencies will require significant additional funding. Without the grant, many of the health, safety, and security related items will not be able to be implemented.

DEFICIENCY ITEMS PRESENTLY FAILING AND IN NEED OF IMMEDIATE RENOVATION.

1. Roof-Presently failing, pooling water, deteriorated. Causing internal water damage. Threat to cause mold related issues.
2. Heating system show poor and unreliable performance and suffer frequent failures. Maintenance and repair is a constant issue.
3. Air Quality-Air quality is poor. Radon levels are elevated. We have measured radon at 4.6 to 9.9 in rooms that are presently occupied as classrooms and administration. Rooms in the interior of the building are almost unusable due to stale air.
4. Electrical systems-Outdated and beyond our ability to upgrade with routine maintenance.
5. Plumbing-Fails modern standards. Frequent repairs required.
6. Hazardous materials. Ventilation and storage jeopardize the health and safety of students.
7. Retaining wall at west playground is bowing to the point of imminent failure, fractures and distortion in other walls.
8. The east parking area has had incidents of cars sliding across the sidewalk and into the building.

DEFICIENCY ITEMS LIKELY TO FAIL IN AN EMERGENCY

1. The absence of a sprinkler system poses an extreme danger in the event of a fire.
2. The fire alarm system does not communicate between buildings.
4. Security- The building has poor physical resistance to threats. Failure to protect the school from intrusion is likely.
5. Crosswalk between K-12 building and gymnasium does not sufficiently protect students from traffic, placing them in danger every day. Near accidents have occurred.
6. No health office/sick room-A contagious illness would be difficult to manage without this space.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The project items below are in conformity with the Public Schools Construction Guidelines in each of the following categories

Construction Guidelines Citations 1 CCR 303(1)

1. Roof Project- 4.1.1 Sound building structures. 4.1.2.2.3 metal roofs
2. HVAC project- 4.1.4 Mechanical Systems safe and efficient. 4.1.4.1 air quality. 4.1.8.2. radon testing.
3. Sprinkler System- 3.1.6. NFPA 70. 3.1.9. fire code compliance.
4. Fire alarm system- 4.1.6. Fire Management. 4.1.6.1.1. Internal alarms. 4.1.6.1.2. external monitoring and dispatch. 4.1.6.2.1. fire hydrants.

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5. Security-4.1.9.. 4.1.9.1. Video Management System. cameras. 4.1.9.2.1.3. Steel Doors. 4.1.9.3.1. Vestibules. 4.1.0.3.3. Line of sight.
6. Electrical systems- 4.1.3. safe and secure electrical systems.
7. Plumbing- 4.1.5. water source and supply.
8. Hazardous materials not managed- -4.1.8. AHERA, science chemicals. 4.1.10 Health code standards.
9. No health office/sick room- 4.1.12 Emergency Care room.
10. Crosswalk- 4.1.13.1. Routes separated. 4.1.13.4. Sidewalks. 4.1.9.6.4. Lighted sidewalks.
11. Historical significance of structure-4.5
12. ADA deficiencies- 4.1 Public schools facility accessibility.
13. Foundation- 4.1.1. sound structural foundations.
14. 3.1.1.ASHRAE Energy Standards

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Ouray currently funds both a Capital Reserve Fund and an Operations and Maintenance budget line item for building and site replacement/maintenance. To date, these monies have been sufficient to keep the facility in a minimally functional condition.

Our plan is to contribute \$100/student/year to a new, dedicated Capital Renewal Reserve within our Capital Reserve Fund. This budget item will be dedicated to the replacement of the K-12 building items that have a predictable lifespan and replacement date. This plan will significantly improve the school district's ability to adequately maintain the facility. Funds from the existing Capital Reserve Fund, to be replenished as required, will be used for the gymnasium building. With the K-12 building improvements to be performed as a result of the current project, continued funding at current levels of the Operations and Maintenance budget will be sufficient to maintain both buildings.

Many of this project's components are expected to last the lifetime of the building and should need maintenance funding, but no replacement funding from the Capital Renewal Reserve Fund. These include sewer and water improvements, foundation improvements, interior construction, ducting, fire rated doors, and electrical upgrades.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The Ouray K-12 Building at Ouray School District R-1 is a single building consisting of additions to the 1937 structure. Additional building space was added in 1965, 1977, 1996, and 2003. The building was built as new construction, on site, for each addition. The building houses PreK-12 classrooms, the library, multipurpose room, and district administration.

Current Grant Request:	\$4,818,648.87	CDE Minimum Match %:	51
Current Applicant Match:	\$2,830,000.13	Actual Match % Provided:	37
Current Project Request:	\$7,648,649.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No

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Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$7,648,649.00	Escalation %	6
Affected Sq Ft:	42,646	Historical Adverse Effect?	Yes
Affected Pupils:	191	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$179	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$40,045	Who owns the Facility?	District
Sq Ft Per Pupil:	223	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
2014 Bond Proceeds		NA	

District FTE Count:	170	Bonded Debt Approved:	\$2,500,000
Assessed Valuation:	\$52,207,840	Year(s) Bond Approved:	14
PPAV:	\$306,204	Bonded Debt Failed:	\$4,900,000
Unreserved Gen. Fund FY12-13:	\$1,118,010	Year(s) Bond Failed:	05
Median Household Income:	\$66,950	Outstanding Bonded Debt:	\$3,035,000
Free Reduced Lunch %:	34.24	Total Bond Capacity:	\$10,441,568
Existing Bond Mill Levy:	3.82	Bond Capacity Remaining:	\$7,406,568
Five Year Change in Buildings to Current Revenues %:	3.18		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	159.84		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	100		
Charter School Capital Construction Funding:	\$0.00		

BEST School District and BOCES Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant’s waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as possible by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents, or other relevant documentation to support the responses provided.

For questions 4-11

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your school district.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

A waiver to decrease our Best Grant match percentage from 51% to 37% will replace \$2.0M funds from our operational budget to enable completion of the majority of the essential remediation for our K-12 building. These available funds will be used directly for the education of our students, restoring faculty and staff positions previously lost to state-induced budget cuts. As shown in the response to Question 11, below, the “Telluride Effect” is largely responsible for the need of the additional funding.

Unlike large schools, small schools such as ours have only one section of each class. Thus in a small school the addition of a single faculty member has a disproportionately positive impact on the student body. Each additional teacher brings new class offerings, different perspectives, different teaching styles, and additional opportunities for “that special teacher” to connect with a student, perhaps changing his or her life. The Ouray community treasures its “small school” environment and the waiver will enable the district to gain a “critical mass” of staff to provide a broader set of course offerings and teacher interactions resulting in enhanced career and life opportunities for our students.

Reducing our waiver to 37% will make it possible for us to improve safety by moving our administrative offices to the front of the building. We will be able to renovate sub-standard portions of our building including special education, home economics, technology, and reading rooms. We will be able to improve thermal comfort in classrooms by insulating exterior walls and improve our technology infrastructure. This waiver will make it possible to renovate our multipurpose room to provide a safer performance space for our music and drama programs. Granting this waiver will make it possible to remove asbestos insulation and flooring in our building and provide new floor coverings.

2. Please describe why the cost of complying with the match contribution would significantly limit educational opportunities within your school district, charter school, or BOCES.

Without the waiver, the Ouray School's small budget will be overwhelmed by maintenance and upgrade costs from essential items not addressed by the bond and the grant. Without the waiver, safety and security improvements will continue to be postponed or funded from operating budgets, depleting the educational budget lines and thus limiting educational opportunities in our district.

As detailed in the response to Question 11, below, every dollar we spend only buys about 80% of the actual value received, so the waiver restores us to parity in our purchasing power. The restoration of our purchasing power will enable the district to complete the remediation of the essential items, and permit directing our operational budget to education rather than to excessive building maintenance and repair.

As with many districts across the state, we are still recovering from the many recent years of reductions in state funding during which we were forced to go through reductions-in-force for our teaching staff and support staff, directly impacting our students. Examples of these reductions include the loss of our school counselor, a language arts teacher, a music teacher, and a member of our custodial staff. We have been able to "backfill" some of these positions with other teachers taking on additional responsibilities and course loads, but the significantly expanded preparation and teaching requirements for these individuals is not healthy or fair to them, or to the students for whom they are responsible. We have also had to delete several electives from our course offerings since the teachers for those courses were gone.

Let us be clear: these staff members have stepped up and performed wonderfully under these very difficult circumstances. However, the unending workload is impacting their health and wellbeing, and is threatening to result in their departure to other districts where their teaching life can be more rewarding. If this happens, and the probability is real, it will be an even greater loss of opportunity and quality for our students.

The waiver will enable us to avoid spending our operational dollars on maintenance, increase the security of the building, and dedicate more funding to restore the lost positions, which will directly enhance the student's educational opportunity and quality as described in the response to Question 1.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants, or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

The Ouray community has a strong history of supporting education. The problem is that the support comes in the form of small-scale support for classrooms, teachers, and student experiences. The Ouray County based Mount Sneffels Education Foundation (MSEF) and PATT(PTA) are the most frequent contributors as well as the Telluride Foundation. Capital improvement resources in the Ouray area are non-existent. There are no local grant organizations dedicated to capital improvements.

Historically, capital improvement resources have come exclusively from bond elections. A bond election in Ouray is rare and reflects the community's response to an emergent need at the school district.

This recent effort for resources started in early 2014, after the school received the results of a condition analysis and realized the extent to which we needed renovation. The school has not had time to mobilize efforts other than to get the bond passed and begin planning for renovation in the summers of 2015 and 2016. Within the bond effort, the school conducted extensive community outreach and received useful community feedback.

Recently, the school was unsuccessful in obtaining grants to construct an outdoor classroom. MSEF and the George Gardiner foundation declined support for capital improvement. The Telluride Foundation was contacted regarding the K-12 Building project and declined to offer support, citing their mission to support educational experiences.

However, the project has been supported by volunteer and in-kind assistance. The City of Ouray has donated assistance with surveys, City right-of-way, encroachments, variances, utility location, sidewalk modification, and street drainage. The City has also provided fire hydrant tests for the fire suppression system. Local law enforcement has donated time and consultation in the design and implementation of the security vestibule.

The Construction Committee for this project has also received assistance from two of the most experienced local contractors. They have offered free consultation on project scope, scheduling, and feasibility. They have also consulted on roofing, mechanical, and structural systems. We have also received their assistance with RFQ outreach and contractor selection. They are also Ouray High School graduates!

Our local BOCES is providing support to pay a portion of our grant writer.

The school also intends to pursue further grant assistance as the project progresses. GOCO will be asked to provide funding to our outdoor classroom. We are also researching sources for a technology grant to help improve our wireless service and to provide new student equipment when the project is complete. Renewable energy grants will also be pursued.

4. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Our Per Pupil Assessed Valuation is high relative to the statewide average because, as a vacation community, approximately 32 percent of the homes in the community are second, vacation homes as documented in the 2010 United States Census; a more recent measure provided by the Ouray City Clerk estimates this number at closer to 50 percent. In general, these homes are of a higher assessment than those of the working class families whose children are students at the school. These second homes raise the assessed valuation of the district above that which would represent the families of the student population.

5. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

The median household income is also inflated by the presence of second homes. Second homeowners necessarily have higher household incomes than the year-round residents that have students in the school.

6. Percentage of pupils eligible for free or reduced cost lunch relative to the statewide average – The lower the percentage for free and reduced cost lunch, the higher the match.

7. Bond Election failures and successes in the last 10 years – The more attempts the school district has had, the lower the match.

In 2005, the District had a ballot issue for a \$4.9M bond to provide additional classroom space. The bond would have raised taxes and failed by a definitive 55 – 45%.

In November 2014, working on the recommendation of and with the help of G.K. Baum Investment Bankers, our District had a bond issue on the ballot that was sized, based on our own moderate income demographic and history of previous bond failure, to provide a good probability of passage. This resulted in a bond ballot question of \$2.8M, which maintained the millage level from a previous, expiring bond. It was G.K. Baum's recommendation that a tax increase due to a larger bond and higher mill levy to support it would significantly decrease the probability of bond passage. This strategy dictated a millage and bond value that would provide funds only sufficient to correct the most egregious deficiencies—primarily to replace the leaking roof and to provide a more secure entryway to the building. The advice we followed was good, and the district worked hard to achieve passage. "YES on 3B" Committee members spoke to or contacted almost every voter in the district and this bond was successful.

8. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

9. The school district's current available bond capacity remaining. - The higher the bond capacity, the lower the match.

After the issuance of our 2014 bonds, our district has \$7.7M remaining capacity (data from G.K. Baum).

10. The school district's unreserved fund balance as it relates to their overall budget.

11. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

The key extenuating circumstance necessitating the need for a waiver from our 51% match rate to 37% is the sharp reduction in our purchasing power for construction projects due to the "Telluride Effect", with a secondary cause the increase in cost due to recent construction code changes and the triggering of additional existing code impacts when the planned remediation is implemented.

The Telluride Effect

There is only a limited number of contractors in our area to service both the working-class town of Ouray and the nearby ski town of Telluride, which are diametrically opposite in economy and demographics. This is very different from the situation on the Front Range, where there is a reasonable balance between the supply and demand for contractors and a broad spectrum and continuum of economic regions in which building is taking place.

This difference is exhibited in the wide spread of match numbers that are calculated by CDE for the school districts in each of these towns. Ouray's lower to middle economic factors result in a calculated match of 51%. Telluride, with its much higher economic status, calculates to 67%.

Contractors, given the choice of working in Ouray or Telluride, preferentially choose Telluride because of the higher prices and profit margins. And, there is plenty of work available in Telluride. Concurrent with the Ouray school building work, the Telluride school district is doing a \$24M addition on one of their school buildings, and summer is when construction work is done on the multi-million dollar homes in the Telluride area.

This is not just a theoretical argument. In developing the plan for remediation of the identified needs of the Ouray K-12 building, our architect, RTA Architects of Colorado Springs, worked with a contractor who had recently performed work on a Western Slope school project, outside the Ouray/Telluride area, to establish a cost estimate for the Ouray work. In the past, this methodology had resulted in actual costs that were within a few percent of the cost estimates.

When Ouray went out for bids on the work scope, the results were vastly different. Seven construction firms sent representatives to the RFQ presentation. Only two firms presented actual bids on the job, with one of the declining firms telling us "there's not enough profit here for us to bid". The two bids that were received averaged 25% higher than the RTA estimate. Thus, with our CDE match grant at 51%, we will only be able to complete about $1/1.25 = 80\%$ of

what we have planned.

Looking at our specific numbers:

- District contribution from the 2014 bond: \$2.8M.
- Total available funds with the CDE calculated 51% match: \$5.5M; what we need to perform the essential remediation identified per RTA initial cost estimates.
- Value received due to 125% cost factor due to Telluride Effect: $\$5.5M \times 80\% = \$4.4M$, or a loss of \$1.1M of remediation.
- Total project funds required to offset Telluride Effect: \$7.0M, an increase of \$1.5M from the \$5.5M (51%) match.
- Value received due to 125% cost factor due to Telluride Effect: $\$7.0 \times 80\% = \$5.6M$, which is the purchasing power our 51% match would have provided in other parts of the state, not impacted by the Telluride Effect .

Therefore, the addition of \$1.5M to the project restores our purchasing power to parity with other areas in the state and provides the funds necessary for the essential remediation. *But this alone is not sufficient to cover the additional cost of code impacts.*

Code Impacts

The District is requesting an additional \$650k for code impacts, resulting in a total project cost of \$7.65M and a match of 37%.

This additional funding is required due to changes in building codes that are going into effect in the first half of this year and were not incorporated into the initial RTA or contractor cost estimates, and known cost escalation above and beyond the Telluride Effect, largely due to triggering the additional impact of existing codes on the construction.

The code for fire alarms going into effect on April 1, 2015 requires changes in design and equipment that increase costs by approximately \$120,000 from pre-code change requirements. Additional cost increases for the fire suppression system when additional building areas require sprinklers bring the total increase in fire-related costs to approximately \$400k over the original estimate.

A current asbestos evaluation of the K-12 building has found additional areas that must be treated to bring to code standards at an additional cost of \$100,000. In addition, detailed examination of the design of the roof to cover the five contiguous generations of the building (1937, 1965, 1977, 1996, and 2003) will require changes to the roof that increase costs by approximately \$150,000.

The total of these items is $\$400k + \$100k + \$150k = \$650k$

With the fixed funds available from the bond and no additional funds available from the District, the District is requesting a match of 37% for a total project cost of \$7.65M to perform the stated scope.

• Facilities Impacted by this Grant Application •

Platte Canyon 1 - MS Partial Roof Replacement - Fitzsimmons MS - 1979

School Name: Fitzsimmons MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	37,922
Replacement Value:	\$10,514,387
Condition Budget:	\$4,296,748
Total FCI:	40.87%
Energy Budget:	\$13,273
Suitability Budget:	\$652,200
Total RSLI:	14%
Total CFI:	47.2%
Condition Score: (60%)	3.48
Energy Score: (0%)	1.35
Suitability Score: (40%)	4.62
School Score:	3.93



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Applicant Name: PLATTE CANYON 1

County: PARK

Project Title: MS Partial Roof Replacement

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

The roofing systems on this Middle School are of four different types. There are two different EPDM singly ply roofs on the schools. These EPDM roof systems are in good condition. There are also two roof decks that are covered with ballasted PVC roof membranes. This PVC roofing is now 20 years old and is at the end of its service life. PVC roofing is affected by the increased UV light levels at our State elevations. The higher elevations result in higher levels of UV lights. This causes the plasticizers in PVC roofing sheets to break down typically prior to 20 years of roof life.

When the plasticizers leave the PVC sheet, the sheet becomes stiff and brittle. Also it is very difficult to place a long lived repair on the sheet as it no longer will take the head welded patches. This stiffing of the sheet is also accompanied by a slight shrinkage of the roof membrane. This roof membrane shrinkage is pulling the flashings from the walls. The real concern here is that the sheet will shatter or crack if impacted by hail or heavy foot traffic. This would cause sudden severe leakage.

The District is committed to providing safe, well maintained facilities for its student learning environments. The failing roof and drainage problems on the west side of the building detract from the goal. The scope of the project and sudden urgency it presents have left the School District in a position where though some funds are available to address these concerns, they are not sufficient in dollar value to cover the remedial work needed. Therefore, a roofing system master plan has been generated and this grant request has been prepared.

It should also be noted that Platte Canyon School District #1 has listed all of the findings and recommendations of the Roofing Master Plan in the Colorado Schoolhouse Facilities Database (the COMET internet site.) Therefore the documents attached to this grant reflect the information posted at that site.

Deficiencies Associated with this Project:

The roofing systems on Fitzsimmons Middle School are of two types. Though the EPDM roof systems were found to be in good condition, the ballasted PVC roofing was found to be deteriorated. These roofs are found on Decks 2 and 3 of this school as defined on the Audit Roof Plan. The following specific deficiencies were noted during the Winter 2012 Roof Audit.

1. The PVC has lost most of its flexibility to UV light destroying the sheet plasticizers. The sheets are now stiff and brittle.
2. A series of repairs were made on the roofing during the last 2 years. Some of these past leaks appear to be associated with previous repairs that also failed.
3. The PVC sheet is now starting to shrink to the point where sufficient stress has been placed on the base flashing that they are now pulling of the wall and curb substrate. This has led to severed leaking along the wall.

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5. The rock ballast is pushed back in multiple locations from past attempts to repair the roof. This includes two locations that are 3' wide by 30' long.

6. The sheet metal flashing on the west parapet wall is damaged and loose.

Proposed Solution to Address the Deficiencies Stated Above:

The proposed project provides for new roofing over the Deck 2 and 3 portions of the building. A description of the major work items follows.

1. The PVC roof system will be removed to the metal decking. On ballasted roof systems it is sometimes possible to salvage the insulation, but in this instance the insulation consists of 2" of EPS beadboard. This insulation isn't to be installed directly over metal decking if a UL Class A roof is to be installed as is the case here. The insulation should have been installed over a layer of 5/8" Type X gypsum board. Therefore we will not be re-using the R-8 insulation board.

2. R-30 iso. foam insulation system will be installed on the metal deck with a thin gypsum cover board. Tapered insulation crickets will be placed between the roof drains and scuppers to help better direct water to them. The field of the roof has a deck slope of 0.25/12 so tapered insulation will not be needed over the entire roof.

3. A fully adhered 60 mil fire rated EPDM roofing system will be installed over the cover board. Cured and uncured EPDM flashing will be installed. The finished roof will carry a 20 year manufacturer's labor and material warranty.

4. Sheet metal counter flashing and flashing will be installed to join the new roofing to the new roofing to the structure.

How Urgent is this Project?

The District roofs have remaining service lives established by the Master Plan. The PVC roofing here has the second highest replacement rating. The roof membrane is becoming brittle from loss of plasticizer and it is starting to shrink and pull the flashings from the walls. There has been severe leakage along the north wall that has been temporarily patched but if not dealt with immediately will cause further damage to the interior of the school.

The other reason for the high priority is that the roofing material itself is now so oxidized and brittle it is very difficult to provide any sort of a long lived repair. This has been proven out with the last round of repairs that the District has installed. The roof is now 20 years old and considering its type it has performed well and is at the end of its life.

How Does this Project Conform with the Public School Facility Construction Guidelines?

The solution makes use of EPDM roofing which is approved by the Construction Guidelines. The roof has an expected service life of 20 years. Tapered insulation crickets, and better grade level drainage meet system guidelines. The new R-30 insulation level & UL Class A fire rating also meet thermal and fire requirements.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

The main protection will be from a manufacturer's 20 year warranty on the material & labor in a leak free state at a no-dollar-limit (~\$.25/sf added cost). The warranty will take care of any noted leakage that is the direct result of either material failure or misapplication of material by the contractor.

Besides this level of protection there will also be periodic random onsite QC visits from the design team. The best insurance for the performance of the design team. The best insurance for the performance of a new roof is to make sure that it is installed properly. We would anticipate three visits a week with a weekly meeting at one of the visits.

Besides the Manufacturer's and designer's participation during construction, the District Staff will also help to make sure the new roof system sees out its 20 year life. The roof will be walked every spring and fall. Any items that may affect the life of the roofing system will be noted. if they are covered b the warranty, the manufacturer will be notified. If they are not warranty covered items, the District will arrange to have proper repairs made. Also a repair fun of .10/sf will be set aside for preventative maintenance repairs about year 10.

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If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The school was constructed by the District and is in good conditions but requires a partial roof replacement. The replacement is due to age related deterioration of the roof systems.

Current Grant Request:	\$203,585.69	CDE Minimum Match %:	55
Current Applicant Match:	\$248,826.95	Actual Match % Provided:	55
Current Project Request:	\$452,412.64	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$452,412.64	Escalation %	6
Affected Sq Ft:	27,724	Historical Adverse Effect?	No
Affected Pupils:	238	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$16	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$1,901	Who owns the Facility?	District
Sq Ft Per Pupil:	116	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Capital Reserve Fund		NA	

District FTE Count:	914	Bonded Debt Approved:	
Assessed Valuation:	\$109,607,095	Year(s) Bond Approved:	
PPAV:	\$119,920	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,641,323	Year(s) Bond Failed:	
Median Household Income:	\$72,702	Outstanding Bonded Debt:	\$7,910,000
Free Reduced Lunch %:	34.1	Total Bond Capacity:	\$21,921,419
Existing Bond Mill Levy:	8.31	Bond Capacity Remaining:	\$14,011,419
Five Year Change in Buildings to Current Revenues %:	4.25		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	218.08		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	103.59		
Charter School Capital Construction Funding:	\$0.00		

• Facilities Impacted by this Grant Application •

Swallows Charter Academy - Phase 2 New Addition - 1995

School Name: Swallows Charter Academy

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	31,050
Replacement Value:	\$7,792,375
Condition Budget:	\$5,467,012
Total FCI:	70.16%
Energy Budget:	\$10,868
Suitability Budget:	\$1,047,400
Total RSLI:	14%
Total CFI:	83.7%
Condition Score: (60%)	2.48
Energy Score: (0%)	2.19
Suitability Score: (40%)	0.73
School Score:	1.78



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Applicant Name: Swallows Charter Academy

County: PUEBLO

Project Title: Phase 2 New Addition

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: SCA has been denied a BEST grant for the past 2 years, due to the fact that there were more larger amount grant requests than available funds. Although our project is worthy and demonstrates a great need, the funds have been lacking in the past 2 years. Since then, SCA has worked with the BEST grant staff and deign team to adjust our project. We have developed a "phased" approach to our project in hopes of being awarded BEST grant dollars to address the many great needs that we have. SCA has funded and has completed Phase 1 of our master plan. We are requesting Phase 2 of our project with this grant application.

Project Type:

- | | | | |
|--|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Secondary science labs currently do not exist at SCA and thus, we cannot offer some courses that promote our college preparatory program, particularly chemistry. SCA currently lacks sufficient technology classrooms. Teachers are unable to utilize the computer lab during the day, because it is occupied full time by technology and business classes. The bathrooms are not ADA compliant and constantly need to be unplugged or drained. There are insufficient number of restrooms for the amount of students and staff that occupy the building. 176 people, K-12, share one bathroom with 4 stalls and sinks held together with duck tape. Major structural issues give cause for safety concerns, especially in the PE classroom, where the ceiling tiles are cracked and falling down. New cracks are formed on the floors each year. The building is not secure due to the foundation shifting, causing gaps in most doorways, where they cannot be shut completely or locked securely. In fact, it is known that three big pulls on any door will open it regardless of it being locked or not. Constant instability in the building framework requires constant maintenance. As every year goes by, the condition of the facility diminishes and the security issues worsen. SCA desperately needs to replace the middle school/high school temporary modular building.

This temporary building, which was installed in 2008, was assembled in 6 weeks, and installed to last for only one year, according to the contractors. Eight years have past, and we continue to educate students in a temporary facility. During any class period you will find at least 176 students and 16 staff members occupying this facility and sharing the same restroom facility. Swallows Charter Academy (SCA) has been academically successful despite the fact that our facilities do not meet current public school construction guidelines. SCA continues to have steady growth in enrollment. SCA constantly deals with welfare and safety issues, including, but not limited to: poor air circulation and ventilation, extreme foundation settlement, lack of any landscaping, and lack of electrical and structural capacity. The main building is a pre-engineered metal building, originally The Bulldog Market. Neither the main metal building nor the modular buildings are robust structures able to resist tornado forces. The modular buildings are weak. They do not have perimeter foundation walls that can resist high wind forces and Pueblo West is known for having extremely windy conditions.

The security and life safety deficiencies illustrated throughout the BEST Grant application, master plan, and the updated school assessment reports are lengthy. These include multiple (24) unsupervised entry/exit points, recurring roof problems, poor building/campus layout for even basic security, a septic system serving both buildings, dangerous walkways and exposed site hazards, all of which are unable to be addressed without major capital revenues beyond the scope of SCA's budget. Moreover, the building deficiencies that are beyond expected life include, but are not limited to, fire protection specialties, inadequate electrical systems, communications and security, exterior doors, the terminal and package units, and

BEST FY2015-16 GRANT APPLICATION SUMMARIES

several non-compliant code items.

A vision has been in place for over 15 years, but for reasons and circumstances described in the narrative, that vision has not yet been realized. The goal of fulfilling this vision can be achieved through awarding SCA's BEST grant application. This project and its vision are mutually beneficial to both SCA and the Pueblo West community.

Deficiencies Associated with this Project:

The existing Swallows Charter Academy middle school and high school classrooms are located in an aging and deteriorating modular building. Temporary modular units pose a number of issues and challenges for our students and staff. We have deficiencies in fire safety due to the lack of a sprinkler system. The lack of electrical capacity has compromised our high school programs including science as well as our vision for a 21st century school. The modular building fails to comply with ADA regulations limiting access for students and forcing some students to go to school elsewhere. Small classrooms, poor lighting, and poor acoustics have all contributed to the constant health and safety issues of our staff and students and fail to contribute to an inspired educational environment. In addition, these temporary modular units have systemic faults that contribute to health and safety issues within and outside the units. The use of temporary modular units for education limits students' opportunities to explore their curiosities by depriving them of a well lit, well secured, well conditioned, and a worry free learning environment. Poor windows and poor air circulation contributes to poor indoor air quality. Students must walk over 500 feet in all weather conditions to access the cafeteria, library, and other school resources. The desert dust blows into the building through vents and through the doors, which often causes our staff and students with asthma and allergies to stay home. Temporary modular buildings are designed to serve as a "transitional" building, to be versatile, and to be cost effective, and our time of transition is past due.

SAFETY AND SECURITY

1. SCA lacks any secure entrances and has no system for controlling entry into the buildings.
2. The school needs a greater number of security cameras and devices due to the layout of the campus and the distance between the buildings.
3. Locking systems and alarms: All buildings' hardware systems require a significant amount of service.
4. Site supervision is difficult due to the separation of the buildings and lack of fencing around the property.
5. In the event of an active shooter, there is no place for students to run and hide due to the layout of the buildings and the open campus.
6. Gravel and dirt walkways between buildings are difficult to maintain and cause safety hazards; any precipitation causes muddy, slippery, and hazardous conditions within the buildings (several students, parents, staff, and visitors have fallen or been injured this year alone).
7. The building lacks an intercom system for communication during emergencies.
8. The entire campus lacks landscaping and vegetation. Students must walk, play, and do PE classes in dirt and weed infested grounds with harmful dust and other dangerous natural elements.

Fire safety

1. There are no fire sprinklers anywhere in the MS/HS transitory modular building.
2. There is a lack of fire alarm horn/strobes in the corridors, which is a fire code violation.
3. Code mandates arc fault outlets; our outlets are not compliant within the entire school.
4. There are no rated corridors within the modular building.
5. A very limited number of power outlets exist in all buildings, limiting the availability for the safest use of electronic/technology devices; extension cords and power strips are overloaded and used in every room.

Visibility

1. There are no lights between the two buildings, increasing the risk of injury during evening activities such as conferences or special events.
2. There is no parking lot lighting for the middle/high school building with 85 parking spaces.

Traffic and exposure

1. The SCA campus is accessible to neighborhood pedestrian traffic by an open public alleyway that backs up to 15 businesses as well as the public main road through Pueblo West.

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2. The present location of vehicle access creates traffic congestion at both intersections as well as automobiles being stacked up in both drop-off loops. 
3. The recent land purchase agreement with Pueblo West Metro District stipulates that SCA must re-route traffic off of McCulloch within 5 years or we will face financial penalties.
4. There is no defined sidewalk access between buildings causing students to trudge through mud and snow in inclement weather.

Severe weather

1. Due to the open campus, students are not sheltered from inclement weather.  
2. There is no safe place to put students and staff in the event of a tornado due to the modular building not having a foundation or masonry walls. 
3. Students and staff with asthma and allergies are forced to stay home on windy days due to exposures to wind, dust, and bad weather and the fact that the temporary building does not adequately block out those harmful elements.  

ENVIRONMENTAL HEALTH AND SAFETY:  

Air Quality

1. Poor ventilation in classrooms, lack of air filters, and permeable doorways and windows increase dust and allergens in the building, leading to health issues. Each of the 17 modular buildings has its own HVAC system that is a simple supply and return forced air system.  
2. There is no fresh air provided leading to poor indoor air quality and high carbon dioxide levels. During the months of November through March, we usually average 50 absences a day for students due to sickness. We believe this problem is exacerbated due to poor air quality in the building.   
3. The 17 modular buildings having individual HVAC units require a significant amount of service and multiple filters. 
4. Water damage: All 17 modular buildings have flat roofs that leak throughout the middle/high school buildings, threatening indoor air quality with mold, mildew, and moisture. 
5. Ground settlement has readjusted all doors, inside and out, so they do not align properly, thus causing gaps in doorways allowing weather conditions to enter classrooms and offices. 
6. The middle/high school building is not airtight and ceiling tiles are regularly blown out on windy days.

Temperature

1. The building has poor heating and air conditioning infrastructure, causing inconsistent and very uncomfortable indoor air temperatures; extreme temperatures distract from learning. 
2. Individual space temperature control is not possible in the spaces due to the zoning and type of mechanical system installed. 
3. Most staff members use space heaters in classrooms and office areas.   

Sanitation

1. The bathrooms in the middle/high school building are in very poor condition and are not sanitary. Both staff and students have to share the restrooms, which is not a recommended practice. We are forced to plunge clogged toilets on a daily basis due to inadequate plumbing infrastructure. 
2. Restrooms are not age (size) appropriate and not ADA compliant.    

BUILDING EXTERIOR 

1. Roof drainage is very poor with minimal roof slope and numerous leaks. Water is gathered by a gutter along the east side of the building and discharged through downspouts that function poorly introducing water into the wall system. 
2. The existing temporary wood framed modular building housing the middle and high school students was constructed for temporary purposes, thus the exterior is not clad with a durable and long lasting fenestration system. The building exterior is in poor shape and is susceptible to water infiltration.
3. The building is constructed with temporary concrete footings which are experiencing ground shifting which causes all the doors not to line up correctly in the doorways. 4. The lack of proper roof and site drainage will potentially flood the building.   

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BUILDING INTERIOR

1. The MS/HS building is not compliant with ADA regulations, causing the physical facility to be unable to accommodate disabled students, staff, or community members.
2. The existing windows are composed of low quality aluminum frames that are drafty and create thermal comfort issues for those seated near them.
3. Exit ways: SCA has a total of 24 separate entry and exit points, which pose constant security issues when accidentally left open.

Lighting

1. Low/poor lighting levels (1100 foot candle lowest reading) in all buildings, causing headaches and vision issues.
2. There are no lighting control occupancy sensors in either facility.

Sound and acoustics

1. Poor acoustics exist in all buildings, creating “noise pollution” and auditory disturbances for neighboring classrooms. In the MS/HS building the walls are “paper thin” and sound carries from room to room.
2. Noise created by each air handling unit system is extremely loud and prohibits the use of the commons space.

Limitations of space

1. Science: Because there is no chemical storage facility or laboratory fume hood, the school is not able to offer chemistry classes or certain scientific lab activities.
2. Middle school science classroom does not have adequate power around work surfaces in the room, again limiting scientific learning experiences.
3. Food service: No kitchen exists on campus, so food must be prepared off site and delivered by a non-temperature controlled van daily into the student commons. This is being rectified with Phase 1 of the project.
4. Health: The SCA/SCEC campus does not contain a nurse’s station. There is no place for a student to lay down or sit to receive medical care and medications are kept alongside office supplies.
5. Athletic Facility: There is no gymnasium; all students must go outdoors for physical education activities or have PE class in a temporary modular classroom setting on the high school wing. K-3 students use the same restroom facilities as 9-12 students do, at the same time. This is being rectified in Phase 1 of the project.
6. There is no athletic playing field; students only have playground and small grass yard on campus for physical activity.
7. There is not adequate space for an all school assembly or gathering.

Communication

1. The buildings do not have an intercom/paging system. Staff is using the phone system to communicate.
2. School facility does not have a bell system in place.

EFFICIENCY AND COST-EFFECTIVENESS

1. The individual electric heating and cooling units are more expensive to operate than similar gas-fired units or a central gas-fired heating and cooling systems. There is no gas in either building.
2. The building is not well insulated, especially at critical areas such as ceiling roof seams to improve comfort and reduce energy use.
3. The location of a single thermostat serving multiple spaces does not allow adequate temperature control. Thus, the spaces are being overheated, which is detrimental to the computer labs, or over cooled based on the needs of a single space. This results in higher energy usage.
4. The cabling that exists between buildings for Internet and phone have become exposed due to settlement and weather, making for constant repairs and increased expenses. For a detailed description and photographs of the deficiencies, please reference the Swallows Charter Academy Master Plan as well as the updated Assessment report. The following is a summary list of our existing conditions at SCA. All deficiencies affect the health, safety, accessibility, and/or functionality for our learners, staff, and families.

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Proposed Solution to Address the Deficiencies Stated Above:

In order to bring these deficiencies to resolution, the SCA school community is pursuing the BEST grant to erect a safe place for our students to excel beyond limits. The Design Advisory Group (DAG) was convened to study the existing facilities, additions to the facilities and building a new facility. Several scenarios were evaluated. The DAG evaluated all of the options with the following criteria in mind:

- Code and life safety deficiencies and Security of the campus
- Educational program adequacies and deficiencies as it relates to the existing facilities and the school site.
- Immediate and anticipated maintenance and repair needs for each school facility and building deficiencies.
- Efficiency of the facilities with regards to functionality
- Building operating costs; and energy consumption

The rationale and evaluation of each option is explained in the master plan with the updated project plan (2014). In addition, deficiency solutions and costs are described in detail in the Updated School Assessment Report (January, 2015). The DAG has determined that the deficiencies will continue to deplete the schools' budget and deter our focus from our children and their educational goals. Thus, it was determined that a repurpose of the existing metal building and an addition of classrooms would be the BEST option.

The updated master plan recommends a new facility constructed in three phases. SCA is currently under construction on Phase 1, which includes a new building to house a gymnasium, locker rooms, fitness room, cafeteria/commons, kitchen and restrooms. Phase 1 is scheduled for completion early summer of 2015. The requested grant would fund the construction of Phase 2, which includes a classroom addition to the new gymnasium building. This 22,500 square foot, two-story addition would provide 12 classrooms, a new office/entry, a library, a computer lab and the necessary support spaces to house the 1st through 6th grades. The high school will move into the existing elementary building and grades 7-8 will be housed in existing modular classrooms on the north side of campus. For phase 2, the kindergarten rooms will remain in the old elementary building along with the middle school science room.

The completion of our master plan occurs in phase 3 with the construction of a final addition and a renovation of the existing metal building. The addition will house an additional three classrooms, two kindergarten rooms, two preschool classrooms, a special education room, and science rooms for our middle school program. The existing metal building will be renovated to accommodate our high school program complete with a science room, career center and a performance space. The metal building will be joined to the new commons/cafeteria (Phase 1) with a small connecting addition that unites all the facilities under a single roof. The existing modular MS/HS building will be removed and a new secured playground will be built on the south side of the new building.

With the completion of Phases 1 through 3, SCA will see the vision of a single new building complete. Execution of this plan through the multiple phases will be possible by means of careful planning and maintaining adherence to a coordinated master plan. The following explanations detail the plans for our new facility.

SITE

The present site is acceptable although there are multiple deficiencies that construction of a new classroom addition and a remodel would solve. The parking lot entrance and student drop-off loop congestion will be corrected by reorienting the main building so that the entrance, parking lot, and drop-off loop are directly across from South Angus Avenue relieving McCulloch Boulevard of heavy traffic. SCA purchased, in January 2014, the property the modular MS/HS building currently sits on. One of the stipulations in that contract requires SCA to re-route traffic off of McCulloch within 5 years or will be monetarily penalized. Thus, it is imperative that the traffic loop and main entrance be re-oriented off of McCulloch Blvd. The proposed new site would include a full size play field that could be used for regulation soccer and multiple other uses. The new project will include expanded and improved stormwater detention facilities. Moreover, a building replacement would include landscaping and walkways that are currently non-existent.

SECURITY

Currently, our campus is made up of four different buildings and is stretched across nine (9) acres. The safety and security of our children are the number one priority! Our open campus leaves our children defenseless. The replacement would create a

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single building with limited door access and would eliminate many of the entry and exit points. The primary point of access will be limited to secured entry points. Moreover, a stable structure is the only resolution to shelter all our staff and students in the event of severe weather, such as a tornado or other severe weather event.    

SAFETY

The reconfiguration of the parking lots and pick-up/drop-off loop will provide students with safe passage by creating a clearly defined drop off and parking circulation system. Proper sidewalks and adequate lighting would be included in the building replacement project. With the new construction of the additional classrooms, a new fire alarm system will be incorporated addressing all current code violations, such as smoke detectors and the inclusion of a sprinkler system. The replacement facility would eliminate the issues of foundation and structural problems, and ongoing maintenance on a temporary building.

FACILITY

Our (DAG) has analyzed and proposed a building design that will address sustainability; enhance our educational program, be energy and cost efficient, and inspire our students to be innovative thinkers and learners. The master plan outlines the specifications for the recommended building design.  The added site plan, designed by RTA Architects, addresses closing the access to McCulloch Blvd, re-grading the storm water detention area, upgrading building electrical service and utilities, and removing the existing temporary facility.  The new facility would be designed to use the site more efficiently and the new school entrance would be located on the south side of the building. The site entrance, drop-off and parking would relocate east of the present location and oriented along the south side of the site along Civic Center Drive. The single compact footprint will preserve more of the site allowing for future larger play areas and future athletic field. A compact design will also improve the building's energy use, require less foundation, less roof, and less exterior skin while creating flexibility for future changes by providing easy access to the interstitial space between floors. This approach will also assure the building will be cost effective to construct and less difficult to maintain. Core classroom wings will be oriented with windows in a north-south direction to optimize controllable natural light in classrooms. The building is designed to target LEED Gold certification.    

WATER EFFICIENCY

Pueblo is known as a low precipitation and high desert climate, thus, it is important that the replacement building take every necessary measure to conserve water usage. SCA plans to use water efficient plumbing fixtures and equipment. SCA will incorporate native plants as well as utilize xeriscape principles in the landscaped areas. These adjustments will add up to a huge savings in water and expenses.

MATERIALS

The SCA DAG team will carefully consider all materials and methods for construction. SCA will ensure proper planning and execution to minimize waste, site disruption, and pollution. SCA is submitting this application on behalf of our students, teachers, staff, parents, and our Pueblo West community asking for aid in this final chapter of our twelve-year quest to at last construct a lasting edifice for excellence. 

How Urgent is this Project?

The life safety deficiencies are too great to ignore or delay any further. We have had families leave our school due to the facility! Over the past 2 years, the facility has grown more and more deficient as we continue to grow and as the building ages. As a school community it is our responsibility to provide a safe learning environment for our kids, thus waiting is not an option. Security issues must be fixed now. As our middle school and high school students have classes in a temporary building, it is imperative that this facility be replaced as soon as possible. The building is reaching the expected life of 20 years, since it was built in 1996.    The SCA Board of directors and administration along with the Pueblo County Sheriff's Department have determined that those facility deficiencies where safety and health is compromised are of greatest importance and must be addressed immediately. Time will not fix the vast amount of wide-open space that remains unprotected while our children are exposed to unforeseen events while threats of physical harm increase. In fact, SCA's school resource officer has observed that the building arrangement and placement on the site has several security defects, which cannot be fixed without major renovations and a consolidation of buildings.  Serious life safety deficiencies have been outlined throughout the application, the amended master plan, and the updated school report. These deficiencies include proper site drainage and basic necessities like proper air ventilation and circulation, room temperature, fire sprinkler system, unsanitary bathroom conditions, electrical capacity, ADA and building code problems, dangerous ceiling tiles,

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hazardous roof conditions, and a treacherous trail between buildings. Our students are the highest performing students in all of Pueblo County; they should have a high performing facility to reflect their accomplishments. It is SCA's goal to continue to inspire and instruct our students to be innovative leaders of the 21st Century and to finally construct a facility that supports SCA's educational program.

If SCA does not receive the BEST grant, then we would be forced to seek out other financial avenues, which mean additional debt services, increase in maintenance and utility costs for SCA without a means for SCA to increase its revenue. SCA's current classrooms are already at capacity due to limitations in our charter contract with our District; therefore limiting additional revenue. Furthermore, our current facility will have reached its capacity and building conditions will continue to deteriorate, increasing costs for repair and necessary maintenance. The current facility concerns with health and safety will worsen, exposing our children for even greater risk, and operational costs will continue to increase preventing SCA from saving for a new facility. Eventually, the current facility will not be able to sustain our population or our student needs, putting the wellbeing of every person at risk.

The SCA Board of Directors and Administration along with the Pueblo County Sheriff's Department have determined that those facility deficiencies where safety and health is compromised are of greatest importance and must be addressed immediately. Time will not fix the vast amount of wide-open space that remains unprotected while our children are exposed to unforeseen events while threats of physical harm increase. In fact, SCA's school resource officer has observed that the building arrangements and placement on the site has several security defects, which cannot be fixed without major renovations and an additional two-story classroom wing, containing students securely on one campus.

Serious and life safety deficiencies have been outlined throughout the application, the amended master plan, and the updated school report, including proper site drainage and basic necessities like proper air ventilation and circulation, room temperature, fire sprinkler system, unsanitary bathroom conditions, electrical capacity, ADA and building code problems, dangerous ceiling tiles, hazardous roof conditions, and a treacherous trail between buildings.

Our students are the highest performing students in all of Pueblo County; they should have a high performing facility to reflect their accomplishments. It is SCA's goal to continue to inspire and instruct our students to be innovative leaders of the 21st Century and to finally construct a facility that supports SCA's educational program.

If SCA does not receive the BEST grant, then we would be forced to seek out other financial avenues, which mean additional debt services, increase in maintenance and utility costs for SCA without a means for SCA to increase its revenue. This has been the temporary solution for the past eighteen years and we can no longer piece together a school of temporary structures, limiting our students of learning opportunities. SCA's current classrooms are already at capacity due to limitations in our charter contract with our District; therefore limiting additional revenue. Furthermore, our current facility will have reached its capacity and building conditions will continue to deteriorate, increasing costs for repair and necessary maintenance. The current facility concerns with health and safety will worsen, exposing our children for even greater risk, and operational costs will continue to increase preventing SCA to save for a new facility. Eventually, the current facility will not be able to sustain our population or our student needs, putting the wellbeing of every person at risk. This option will result in the same circumstances that we are presently experiencing.

How Does this Project Conform with the Public School Facility Construction Guidelines?

SCA fully intends to adhere to all guidelines in the construction of a new addition and renovation that will replace the current campus of temporary modular buildings and re-purpose the current metal building. This project will remedy security, life safety, and health threats that exist on our current school campus and in our many buildings. The recommended design, which includes construction in phases, can be constructed without interruption of the students' school year. The budget submitted with this application reflects complete compliance with the guidelines and includes costs in order to assure such compliance, not only in the area of health and safety, but in all other scopes of the project as well. SCA intends to comply with all other applicable local, state, and federal laws and regulations. The budget for SCA's potential new campus facilitates the use of an owner's representative, an architect with experience in building high performing schools, and a full team of consultants and engineers, including mechanical, electrical, plumbing, and structural engineers as well as a LEED consulting engineer. The owner's representation will coordinate with district facility managers and current school and community stakeholders in refining the design and implementation through construction. Performance specifications and contracting

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will be an important part of balancing the energy savings goals set forth by the DAG and the cost constraints inherent in any budget. A full commissioning at the close of the project should ensure that all systems are operating and functioning at required performance levels presented by LEED Gold for certification. The following is a snapshot of how SCA's project would conform to guidelines. A complete analysis of compliance is available in the master plan.

4.1 Health and Safety Guidelines

4.1.1 Sound building structure: Currently, the MS/HS building is NOT a sound structure being a series of temporary modular buildings put together with no foundation.

The project seeks to replace this temporary modular building with a permanent structure with a foundation.

4.1.2 Roofs: Currently, the MS/HS building has a tar with shingle roof which allows for water to leak through and does not drain away from the building. The new project would be a weather-tight roof, TPO, that drains water positively off the roof and away from the building.

4.1.3 Electrical and distribution systems: The current MS/HS building has limited electrical capacity and often blows out fuses. It does NOT adhere to current electrical and fire codes. The new building will follow a safe and secure electrical service and distribution design to meet the National Fire Protection Association and National Electrical Code.

4.1.4 Mechanical systems: Current systems are not efficient and have poor ventilation, poor sound levels, and do not maintain building temperature. SCA has programmed to include safe and efficient mechanical systems that provide proper ventilation, and maintains the building temperature in accordance with the most current version of ASHRAE 55. Healthy indoor air quality will be maintained through the use of mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.

4.1.5 Plumbing: The new building will have a potable water source and supply system that complies with the Colorado Primary Drinking Water Regulations, the Environmental Agency's Safe Water Drinking Act, and the International Code Council's 2015 Plumbing Code.

4.1.6 Fire management: Currently: The MS/HS building does NOT have a fire sprinkler system. The new building will have a fire alarm and emergency notification systems as required in all schools and in accordance with state regulations.

4.1.7 Paths of egress: Currently, there is not an egress path. The new design plans to reorient the main entrance to include an egress for better flow of traffic in and out of the drop off loop. The new design will separate the parent loop from the service loading area and fire lane.

4.1.8 Facilities with safety managed hazardous materials: Currently, the school does NOT have any means to store or dispose of hazardous materials or waste. SCA plans for two science laboratories that would contain approved storage containers for the storage of toxic and hazardous paints or chemicals for use in the classroom. Fire blankets and extinguishers will be provided as well. In addition, an easily accessible eyewash fountain/shower along with an independent hand-washing sink will be provided in the laboratory rooms. The school will comply with all AHEERA criteria and develop, maintain, and update a management plan.

4.1.9 Security: Currently SCA is not secure! To remedy our primary safety deficiency, the proposed facility will be located such that the new school entrance would be located on the south side of the facility, the site entrance, drop-off, and parking would be relocated east of the present location and oriented along the south side of the site along Civic Center Drive. The new building is designed to restrict normal entrance to only one or two locations, with no recessed doorways and limits the number of entryways into the building. The main entrance walking traffic is designed to flow past the main office area and be visibly monitored from administration directly. The main entrance will have a controlled entry system where all visitors will have to be buzzed into the building. All other exterior entrances will be lockable for controlled access. Interior classroom doors will have locking hardware for lock down procedures and will have code compliant door vision that allows line of sight into the corridors during emergencies. SCA plans to utilize the most current technology for security and access purposes. SCA

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envisioning an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and also allow communication with local fire, police, and medical agencies during emergency situations.

SCA will install cameras and implement a video management system. All doors will be locking with panic bars to open readily from the egress side. Unless a door is intended for ingress, exterior doors will not have handles and locks on the outside. Doors will be steel or aluminum alloy. Any glass doors will be fully armed and equipped with burglar-resistant tempered glass. Exit doors with panic push-bars will be "access control doors," per the codes adopted by the Colorado Division of Fire Prevention and Control. Armored strike plates will securely fasten to the doorframe in direct alignment to receive the latch easily. Faculty, staff, and administration will have an automated controlled access system, which will include identification card/ badge readers. Students will be expected to carry some form of identification that will be used for access to the school.

The main entrance will have a building vestibule with double door entry to provide a secured area for visitors to authenticate and gain clearance. The building shall allow for school personnel to be able to monitor incoming visitors from a safe location out of reach using video monitoring. The administration offices will be in the front entrance to maximize the line of sight for school occupants to detect an intruder from each relevant perimeter.

Interior classroom doors shall have locking hardware for lock downs, which does not interfere with automatic closing and latching functions required by the fire code and will have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

4.1.10 Health Code standards: The new building will adhere to and conform to the Department of Public Health and Environmental Rules and Regulations Governing Schools.

4.1.11 Food preparation equipment and maintenance: Phase 1 of the project that is already complete, includes the kitchen and commons area, conforms to the regulations of the Colorado Retail Food Establishment Rules and Regulations.

4.1.12 Emergency care room: Currently the MS/HS building does NOT have a nurse's office or a separate room to care for emergencies or sick children. The new facility will have a separate emergency care room with a dedicated bathroom and comply with the Department of Public Health and Environment Rules and Regulations Governing Schools.

4.1.13 A site that safely separates pedestrian and vehicular traffic and is laid out according to the guidelines. Currently, SCA does NOT have a well-defined separation of pedestrian and vehicular traffic. The new plan is designed to address this problem and will adhere to the guidelines.

4.1.14 Severe weather preparedness: Currently, SCA does NOT have a secure shelter designated in emergency situations. The temporary modular buildings do NOT serve as a sound structure to use in the event of emergencies. The new building will be designed to use as an emergency shelter.

4.2 Technology, including but not limited to telecommunications and internet connectivity technology and technology for individual student learning and classroom instruction.

The new building and additional classrooms will be wired for the Internet as well as have a wireless connection available. The media center/library and additional computer lab will be equipped for student learning according to the guidelines below. All other classrooms and administrative areas will be constructed with a long-term sustainable technology infrastructure.

4.2.1 The new building will include educational facilities for individual student learning, classroom instruction, online instruction and associated technologies, connected to the Colorado institutions of higher education distant learning networks "Internet" and "Internet two."

4.2.2 The new building will include educational facilities with standards based wired and wireless network connectivity.

4.2.3 The new building will include security and associated filtering and intrusion control for internal voice, video and data

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networks.

4.2.4 The new building will include external internet service provider (ISP) connection and internal wide area network (WAN) connections meeting or exceeding recommended guidelines of the state education technology education directors association (SETDA) broadband imperative, and devices meeting or exceeding recommended specifications according to the most current version of technology guidelines for the partnership for assessment of readiness for college and careers (PARCC) assessments.

4.2.5 The new building will include provide school administrative offices with web-based activity access.

4.2.6 The new building will include administrative software individual educational programs (IEP), individual learning programs (ILP), and personal learning plans (PLP).

4.2.7 The new building will include emergency power backup, redundant a/c for voice, video and data systems.

4.2.8 Currently, SCA does not have bi-Directional Amplification (BDA). The new building will include signal boosters that enhance in-building signals across a range of frequencies.

4.2.9 The new building will be constructed with long-term sustainable technology infrastructure. Facilities should be built with sufficient data cabling and/or conduit and power infrastructure to allow for maximum flexibility as technological systems are upgraded and replaced in the future. A plan for technology lifecycle review intervals should be put in place for review at 2-4 year intervals.

4.2.10 The new building will include data center and non-data centers.

4.2.10.1 – Currently SCA does not have an uninterruptible power center (UPS). The new building will include IDF and MDF locations wired with 30 Amp or 40 Amp power circuits to support sufficient backup power systems to maintain secure systems operation during a power outage, or intentional school attack.

4.2.10.1.1 – Currently, SCA does not have the capability to back up data. The new building will include a system to back up data by a generator.

4.2.11 The new building will conform to the connectivity standards.

4.2.11.1 - The new building will be wireless. Data cabling will support appropriately spaced multiple-antenna wireless networking infrastructure allowing for a centrally located antenna every 2500 to 5000 square feet (or preferably performing a professional site survey/ resonance analysis). Support for 802.11b/g/n, 802.11ac, and/or newer protocols are recommended.

4.2.11.2 - The new building will be wired.

4.2.11.2.1 - The new building will include cabling. All new runs of copper data cable will be augmented category 6 cable or newer standards. Any data jack will be backed by two cable runs.

4.2.11.2.2 - The new building will include data closets connected by conduit and fiber optic cable to allow for maximum data performance and upgradeability.

4.2.11.2.3 - The new building will construct classrooms to have a data jack on the wall at the front and back of the room as well as data cable to the door for access control and a data jack on the ceiling near the front of the room for projection and/or smart board equipment as well as security/PA/clock devices.

4.2.11.2.4 - IDF to office, and library or technology/media centers. The new building will include any areas designed for

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independent work or study should have a dedicated data jack with two copper cable runs each.

4.2.11.2.5 - IDF to common areas, auditorium, and cafeteria. Common areas should contain one data jack per forty feet of linear wall space and such jacks shall be distributed at reasonably equal spacing throughout the room. This has been addressed in Phase 1 of the project.

4.3 Building site requirements. Functionality of existing and planned public school facilities for core educational programs, particularly those educational programs for which the State Board has adopted state model content standards. Capacity of existing and planned public school facilities taking into consideration potential expansion of services for the benefit of students such as full-day kindergarten and preschool-an school-based health services and programs.

The new programming and space allocation adhere to the requirements for schools., as outlined in our updated master plan.

LEARNING ENVIRONMENT CONDUCIVE TO HIGH PERFORMANCE

SCA is committed to designing an exciting learning environment with appropriate teaching and administrative support areas. Classrooms, common areas, and administrative offices will be located to inspire and use as much natural lighting as possible. Well-designed, task-oriented artificial lighting will be designed to supplement daylight when necessary. Acoustical material will be utilized to reduce ambient noise levels, minimize transfer of noise between classrooms, corridors, and other learning areas, and create a learning environment that focuses students' attention.

SCA has programmed for two (2) kindergarten classrooms at 1,000 square feet each and general classrooms will be designed at 750 square feet to accommodate up to 24 students in each.

SCA is committed to 21st Century learning, and education, computers, and software are an integral part of our facility design. Technology will be integrated into the classrooms as well as additional computer labs available for whole classroom usage. SCA's curriculum currently meets or exceeds Colorado Content Standards and NCLB. Our mission embraces 21st Century Learning, but the site and current facility lack sufficient bandwidth for more advanced levels of information transport and delivery. With a new facility, individual learning and remote classroom instruction would be enhanced and enable connections to distance learning networks.

4.4 Building performance standards and guidelines for green building and energy efficiency.

The new building/classroom addition will aim to meet the requirements set forth below:

Section 24-30-1305.5 C.R.S., requires all new facilities, additions, and renovation projects funded with 25% or more of state funds to conform with the High Performance Certification Program (HPCP) policy adopted by the Office of the State Architect (OSA) if:

- The new facility, addition, or renovation project contains 5,000 or more building square feet; and
- The project includes an HVAC system; and
- If increased initial cost resulting from HPCP can be recouped by decreased operational costs within 15 years, and
- In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the property.

ENERGY EFFICIENT PERFORMANCE STANDARDS

Sound structural foundations, floors, walls, and roof systems are not taken for granted by those who have existed without them for so long. SCA embraces a green building and energy efficiency performance standards, or other programs that comply with the HPCP, reducing operations and maintenance efforts, relieving operational costs, and extending the service life of the facility. SCA envisions the primary delivery methods for heating, cooling, and lighting to be natural and sustainable, with mechanical or artificial systems available only to supplement at night or when extreme conditions warrant. High performance systems and holistic thinking will be critical to realizing this vision. Higher operating costs result in sacrificed educational opportunities. In the new building, it is the highest priority of SCA that long-term thinking for energy use and durability for decreased maintenance provide for a financially sustainable future.

SCA plans on selling our current modular building to be "reused" by a potential purchaser. The DAG team envisions a project of very little waste, where much of the furniture and all of the technology will be reused in the new facility. Maintenance

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programs will be developed and implemented to keep equipment and materials functioning as intended, extend life of equipment and reduce operational costs.

SCA has approached its facility programming and decision making with an emphasis on innovative thinking. It is fundamentally important to the longevity of the building and hence the sustainability of the school that the selected materials and systems possess a combined lifespan that will enable the school to service the community well past the generation of students that is currently in the school. Constructed correctly, the design envisioned should remain relevant for as long as we continue to educate children in classrooms and be sustainable far beyond that.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

SCA has developed a capital replacement plan that sets aside and earmarks funds for the purpose of replacement of each of the major systems in the new facility as they reach the end of their service life. SCA acknowledges that replacement costs may take an unexpected path over the coming years and decades, as the economy and school funding priorities vary from year to year. We also understand that constant analysis of the components and systems through the facilitation of the maintenance plan will help keep capital replacement costs lower than normal, perhaps over a longer period of time. In preparation of this replacement plan, SCA determined for each of the categories an estimated replacement cost and an annual amount based on a straight-line method to be earmarked in capital reserves in order to cover the expenses of replacement. This information is set forth below in the following table:

System	Est. Yrs, before replacement	Annual Savings	Est. Total Cost
Boilers	30	\$100	\$3,000
Air Handlers	30	\$700	\$21,000
HVACs	20	\$10	\$500
Misc. Plumbing	25	\$15	\$600
Light Fixtures	15	\$15	\$1,000
Painting	10	\$500	\$5,000
Roof System	50	\$2,300	\$115,000
Flooring	30	\$2,834	\$85,000
Landscaping	20	\$200	\$4,000
Hardscapes	25	\$800	\$20,000
Sealant/Weather striping	10	\$300	\$3,000
Visual display boards	10	\$2000	\$20,000
Low volt cabling/Equip.	30	\$1167	\$35,000
Doors/hardware	30	\$100	\$3,000
Windows/glazing	30	\$833	\$25,000
Window treatments	10	\$1,500	\$15,000
Fire sprinklers	50	\$1,000	\$50,000
Projectors	10	\$1,000	\$18,000
TOTAL			\$424,100

SCA has developed both a capital replacement plan and a maintenance plan for purposes of replacing the major components of our new energy efficient renovation and addition school. SCA acknowledges that maintenance costs during the initial years of the new charter school will be lower than at a later date as the facility ages. The SCA maintenance plan includes recommendations from the best practice of “predictive” maintenance, and avoiding the practice of “breakdown” maintenance. This preventative plan will include the following at a minimum:

1. Accurate and timely record keeping on the various systems will be tracked and maintained to include both the date and cost of occurrence. These records will be used to predict the accuracy of future project costs.
2. Operations manuals containing a list of scheduled tasks for preventative maintenance, repair standards, and work order procedures will be a top priority for our office manager.
3. A maintenance schedule will be developed for each mechanical system, component, and product that includes exact timelines and tasks from manufacturers manuals and recommendations.

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4. After installation, industry professionals will verify that building systems and components, as well as their functionality and operations, meet the intent of owners and designers. Final adjustments will be carefully documented if changes are necessary.
5. Boilers and air handling equipment will be inspected and maintained regularly by industry professionals.
6. Roof surfaces will be inspected regularly, with proper removal of snow and water. Leaks will be repaired upon discovery.
7. Industry professionals to include water fountains, pumps, expansion joints, drains, locker rooms, restrooms, and kitchen facilities will regularly inspect all plumbing and sprinkler systems.
8. Industry professionals to include thermographic scanning and motor current analysis used to identify common faults will regularly inspect the electrical systems.
9. The fire alarms and public address system will be regularly tested and maintained.
10. Floors will be waxed and sealed regularly.
11. Painting will be conducted on a rotating and predictable schedule, created with high traffic volume and impact in mind.

This schedule will be completed during summer months to avoid disturbance of learning activities.

Annual maintenance is anticipated to be in the estimated amount of \$.20 per square foot based on approximately 22,364 square feet for a total of \$4,472.80. This information was based on information gathered from local contractors and they are believed to be feasible, but better projections can be determined after specific systems and materials are specified in the final plans, and actual operating information becomes available.

The following forecasted maintenance spreadsheet describes the frequency of anticipated maintenance per year, the estimated cost of each occurrence and the total annual maintenance cost for each system.

System/Component	Times per Year	Est. Cost per Maintenance	Est. Annual Cost
Roofing standing seam	1	\$300	\$300
Boilers	2	\$400	\$800
Air Handler	2	\$1,000	\$2,000
VAV's	2	\$1,000	\$2,000
Misc. Plumbing	4	\$500	\$2,000
Light Bulbs	12	\$100	\$1,200
Light Fixtures	2	\$500	\$1,000
Painting	1	\$1,000	\$1,000
Flooring	2	\$500	\$1,000
Landscaping/Irrigation	5	\$300	\$1,500
Hardscapes	2	\$500	\$1,000
Sealant/Weather Strip	2	\$500	\$1,000
Low Volt Cabling/Equip	1	\$400	\$400
Doors and Hardware	2	\$1,000	\$2,000
Windows/Glazing	2	\$400	\$800
Window Treatments	1	\$400	\$400
Fire Sprinklers	1	\$1,000	\$1,000
TOTAL			\$24,100

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

The facilities assessment has identified that the current facilities are deficient and pose life safety and educational process concerns. The middle school and high school modular structure, in most need of replacement, were manufactured in 1996 and installed on the SCA campus in 2008 intended to be a temporary facility for a maximum of one to two years. Due to the requirement of much needed space in a short amount of time; this building was installed temporarily with the intent of only lasting a couple of years. In 2008, the SCA Board expanded its educational programming, doubling grades 6-8 and adding a 9-

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12 program. At that time, the board determined that this was the most viable and cost effective solution for doubling the middle school and adding the high school program all at once. Moreover, the Pueblo West area did not have a vacant facility available to lease or buy to serve as a viable option. The intention was to use the modular building for 1-2 years and either build a new building or move into another building at a different location. Since 2008, SCA has had turn over in administration, as well as the SCA Board, thus the vision of a new building was lost in transition. Since 2010, SCA has had consistent administration and approximately 16 different SCA Board members. Administration has been working steadily, since 2010, on securing the funds and developing the master plan to finally see the vision of a new facility come to reality!

This modular building of wood construction with no fire sprinkler system or gas service sits 505 feet east of the main SCA building and is past its lifespan. The middle school and high school temporary modular building has now been in place for 8 years and is at maximum life span (20 years). These modular buildings were not built to last! This building has 17 exterior entry and exit points alone, which creates security issues, lacking the ability to monitor all 17 entry/exit points and increasing the school's vulnerability to possible threats. Other major issues involve foundation and structural problems, door security due to the constant shifting in soils and foundation, and overall health and safety concerns due to the age of the buildings. In addition to structural issues, the modular building is unsafe in severe weather conditions. The building lacks a secure place for students to go to in the event of a tornado. In addition, many of the classrooms experience the weather conditions, rain and snow, inside their classrooms due to the misalignment of the doors.

Currently, the site has major drainage issues due to the site being graded back towards the building. This has caused instability in the foundation, creating cracks in the floor and doors to be misaligned. The finishes are at or near their useful lifecycle. The facility has poor lighting and lack of natural daylight. The building's mechanical system requires a significant amount of service since each classroom has a wall-mounted electric/DX cooling unit, which are expensive to operate, and are at the end of their lifecycle, which creates poor air quality. Moreover, the building also lacks adequate storage for classrooms, offices, and custodial supplies. In 2008, the temporary building served the purpose of housing 9-10 graders primarily. However, the building has outgrown its original function and now serves K-12 students from various backgrounds everyday.

Current Grant Request:	\$8,924,838.45	CDE Minimum Match %:	28
Current Applicant Match:	\$3,645,356.55	Actual Match % Provided:	29
Current Project Request:	\$12,570,195.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$5,400,016.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$17,970,211.00	Escalation %	7
Affected Sq Ft:	38,700	Historical Adverse Effect?	No
Affected Pupils:	501	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$325	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$25,090	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	77	Does the Facility have Financing?	No
Source of Match Detail:	Who will the Facility Revert to if the School Ceases to Exist:		
Secured Bond - Phase 1	In the event the charter school facility ceases to exist, it will revert back to Pueblo School District 70.		

District FTE Count:

Bonded Debt Approved:

Assessed Valuation:

Year(s) Bond Approved:

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PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	0
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	58.03
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	
Charter School Capital Construction Funding:	\$81,345.00



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TELEPHONE (719) 542-0220 www.district70.org

C. Edward Smith
Superintendent

February 25, 2015

Dear BEST Grant Committee Members

As the superintendent of School District 70, it is my privilege to write this letter of support for Swallows Charter Academy, in the pursuit of a BEST Grant. Swallows Charter Academy is one of two charter schools in District 70, in fact, one of the most established charter schools in the state of Colorado. Swallows is located in Pueblo West, in two separate buildings; one a renovated grocery store, and the other, a collection of modular buildings. Even though the facilities and grounds are inadequate, Swallows continues to be one of our top performing schools in the district. With a new facility designed with learning in mind, I can only imagine what achievement might look like at Swallows.

I can assure the BEST grant committee that the relationship between Swallows Charter and it's authorizer will continue to grow well into the future, and we fully support their mission and vision, their long-term plans for incremental growth over time, and a new facility.

In my years in District 70 both as the assistant superintendent and the superintendent, I have know Swallows Board and administration to be exploring several options for a new facility, on several sites in Pueblo West. Extensive and expensive research was conducted on a site near Avenida Del Oro, which proved not to be feasible for several factors. The Board also looked seriously at an existing facility behind the Pueblo West Walmart, and that was not a viable option due to asbestos and other hazards. The Swallows community also did not support the proximity of being so close to Walmart. Therefore, when the SCA Board began discussion with the Pueblo West Metro Board to purchase the land the modulares currently sit on, it was no surprise that this option was well received by the community, the school district, and the metro district. The current location has housed Swallows for the past 14 years, and it has become a landmark in this community. It seems the perfect location to establish a permanent and safe home for Swallows.

The safety and security of the students and staff at Swallows has always been a top priority for the district. We are dedicated to ensuring the best protections and welfare of our students at all of our schools, and Swallows has some substantial safety issues, with student traversing an open campus throughout the school day. A new facility would provide the ability not only to deliver the highest quality instruction, but also ensure the safety and security every child in District 70 deserves. Please consider funding the Swallows master plan for a new facility through the BEST grant option one or two, and giving these students the BEST possible education.

Sincerely,

Mr. Ed Smith
Superintendent

• Facilities Impacted by this Grant Application •

Swallows Charter Academy - Phase 2/3 New Campus - 1995

School Name: Swallows Charter Academy

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	31,050
Replacement Value:	\$7,792,375
Condition Budget:	\$5,467,012
Total FCI:	70.16%
Energy Budget:	\$10,868
Suitability Budget:	\$1,047,400
Total RSLI:	14%
Total CFI:	83.7%
Condition Score: (60%)	2.48
Energy Score: (0%)	2.19
Suitability Score: (40%)	0.73
School Score:	1.78



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Applicant Name: Swallows Charter Academy

County: PUEBLO

Project Title: Phase 2/3 New Campus

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? Yes

If Yes, please explain why: SCA has been denied a BEST grant for the past 2 years, due to the fact that there were more larger amount grant requests than available funds. Although our project is worthy and demonstrates a great need, the funds have been lacking in the past 2 years. Since then, SCA has worked with the BEST grant staff and deign team to adjust our project. We have developed a "phased" approach to our project in hopes of being awarded BEST grant dollars to address the many great needs that we have. SCA has funded and has completed Phase 1 of our master plan, which includes a gymnasium, kitchen, and commons area. We are requesting Phase 2 and Phase 3 of our project with this grant application, to complete the project for a K-12 campus.

Project Type:

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Secondary science labs currently do not exist at SCA and thus, we cannot offer some courses that promote our college preparatory program, particularly chemistry. SCA currently lacks sufficient technology classrooms. Teachers are unable to utilize the computer lab during the day, because it is occupied full time by technology and business classes. The bathrooms are not ADA compliant and constantly need to be unplugged or drained. There are insufficient number of restrooms for the amount of students and staff that occupy the building. 176 people, K-12, share one bathroom with 4 stalls and sinks held together with duck tape. Major structural issues give cause for safety concerns, especially in the PE classroom, where the ceiling tiles are cracked and falling down. New cracks are formed on the floors each year. The building is not secure due to the foundation shifting, causing gaps in most doorways, where they cannot be shut completely or locked securely. In fact, it is known that three big pulls on any door will open it regardless of it being locked or not. Constant instability in the building framework requires constant maintenance. As every year goes by, the condition of the facility diminishes and the security issues worsen. SCA desperately needs to replace the middle school/high school temporary modular building.

The temporary modular building, which was installed in 2008, was assembled in 6 weeks, and installed to last for only one year, according to the contractors. Eight years have past, and we continue to educate students in a temporary facility. During any class period you will find at least 176 students and 16 staff members occupying this facility and sharing the same restroom facility. Swallows Charter Academy has been academically successful despite the fact that our facilities do not meet current public school construction guidelines. SCA continues to have steady growth in enrollment. SCA constantly deals with welfare and safety issues, including, but not limited to: poor air circulation and ventilation, extreme foundation settlement, lack of any landscaping, and lack of electrical and structural capacity. The main building is a pre-engineered metal building, originally The Bulldog Market. Neither the main metal building nor the modular buildings are robust structures able to resist tornado forces. The modular buildings are weak. They do not have perimeter foundation walls that can resist high wind forces and Pueblo West is known for having extremely windy conditions.

The security and life safety deficiencies illustrated throughout the BEST Grant application, master plan, and the updated school assessment reports are lengthy. These include multiple (24) unsupervised entry/exit points, recurring roof problems, poor building/campus layout for even basic security, a septic system serving both buildings, dangerous walkways and exposed site hazards, all of which are unable to be addressed without major capital revenues beyond the scope of SCA's

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budget. Moreover, the building deficiencies that are beyond expected life include, but are not limited to, fire protection specialties, inadequate electrical systems, communications and security, exterior doors, the terminal and package units, and several non-compliant code items.

A vision has been in place for over 15 years, but for reasons and circumstances described in the narrative, that vision has not yet been realized. The goal of fulfilling this vision can be achieved through awarding SCA's BEST grant application. This project and its vision are mutually beneficial to both SCA and the Pueblo West community.

Deficiencies Associated with this Project:

The existing Swallows Charter Academy middle school and high school classrooms are located in an aging and deteriorating modular building. Temporary modular units pose a number of issues and challenges for our students and staff. We have deficiencies in fire safety due to the lack of a sprinkler system. The lack of electrical capacity has compromised our high school programs including science as well as our vision for a 21st century school. The modular building fails to comply with ADA regulations limiting access for students and forcing some students to go to school elsewhere. Small classrooms, poor lighting, and poor acoustics have all contributed to the constant health and safety issues of our staff and students and fail to contribute to an inspired educational environment. In addition, these temporary modular units have systemic faults that contribute to health and safety issues within and outside the units. The use of temporary modular units for education limits students' opportunities to explore their curiosities by depriving them of a well lit, well secured, well conditioned, and a worry free learning environment. Poor windows and poor air circulation contributes to poor indoor air quality. Students must walk over 500 feet in all weather conditions to access the cafeteria, library, and other school resources. The desert dust blows into the building through vents and through the doors, which often causes our staff and students with asthma and allergies to stay home. Temporary modular buildings are designed to serve as a "transitional" building, to be versatile, and to be cost effective, and our time of transition is past due.

SAFETY AND SECURITY

1. SCA lacks any secure entrances and has no system for controlling entry into the buildings.
2. The school needs a greater number of security cameras and devices due to the layout of the campus and the distance between the buildings.
3. Locking systems and alarms: All buildings' hardware systems require a significant amount of service.
4. Site supervision is difficult due to the separation of the buildings and lack of fencing around the property.
5. In the event of an active shooter, there is no place for students to run and hide due to the layout of the buildings and the open campus.
6. Gravel and dirt walkways between buildings are difficult to maintain and cause safety hazards; any precipitation causes muddy, slippery, and hazardous conditions within the buildings (several students, parents, staff, and visitors have fallen or been injured this year alone).
7. The building lacks an intercom system for communication during emergencies.
8. The entire campus lacks landscaping and vegetation. Students must walk, play, and do PE classes in dirt and weed infested grounds with harmful dust and other dangerous natural elements.

Fire safety

1. There are no fire sprinklers anywhere in the MS/HS transitory modular building.
2. There is a lack of fire alarm horn/strobes in the corridors, which is a fire code violation.
3. Code mandates arc fault outlets; our outlets are not compliant within the entire school.
4. There are no rated corridors within the modular building.
5. A very limited number of power outlets exist in all buildings, limiting the availability for the safest use of electronic/technology devices; extension cords and power strips are overloaded and used in every room.

Visibility

1. There are no lights between the two buildings, increasing the risk of injury during evening activities such as conferences or special events.
2. There is no parking lot lighting for the middle/high school building with 85 parking spaces.

Traffic and exposure

1. The SCA campus is accessible to neighborhood pedestrian traffic by an open public alleyway that backs up to 15 businesses

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as well as the public main road through Pueblo West. 

2. The present location of vehicle access creates traffic congestion at both intersections as well as automobiles being stacked up in both drop-off loops. 

3. The recent land purchase agreement with Pueblo West Metro District stipulates that SCA must re-route traffic off of McCulloch within 5 years or we will face financial penalties.

4. There is no defined sidewalk access between buildings causing students to trudge through mud and snow in inclement weather.

Severe weather

1. Due to the open campus, students are not sheltered from inclement weather.  

2. There is no safe place to put students and staff in the event of a tornado due to the modular building not having a foundation or masonry walls. 

3. Students and staff with asthma and allergies are forced to stay home on windy days due to exposures to wind, dust, and bad weather and the fact that the temporary building does not adequately block out those harmful elements.  

ENVIRONMENTAL HEALTH AND SAFETY:  Air Quality

1. Poor ventilation in classrooms, lack of air filters, and permeable doorways and windows increase dust and allergens in the building, leading to health issues. Each of the 17 modular buildings has its own HVAC system that is a simple supply and return forced air system.  

2. There is no fresh air provided leading to poor indoor air quality and high carbon dioxide levels. During the months of November through March, we usually average 50 absences a day for students due to sickness. We believe this problem is exacerbated due to poor air quality in the building.   

3. The 17 modular buildings having individual HVAC units require a significant amount of service and multiple filters. 

4. Water damage: All 17 modular buildings have flat roofs that leak throughout the middle/high school buildings, threatening indoor air quality with mold, mildew, and moisture. 

5. Ground settlement has readjusted all doors, inside and out, so they do not align properly, thus causing gaps in doorways allowing weather conditions to enter classrooms and offices. 

6. The middle/high school building is not airtight and ceiling tiles are regularly blown out on windy days.

Temperature

1. The building has poor heating and air conditioning infrastructure, causing inconsistent and very uncomfortable indoor air temperatures; extreme temperatures distract from learning. 

2. Individual space temperature control is not possible in the spaces due to the zoning and type of mechanical system installed. 

3. Most staff members use space heaters in classrooms and office areas.   

Sanitation

1. The bathrooms in the middle/high school building are in very poor condition and are not sanitary. Both staff and students have to share the restrooms, which is not a recommended practice. We are forced to plunge clogged toilets on a daily basis due to inadequate plumbing infrastructure. 

2. Restrooms are not age (size) appropriate and not ADA compliant.    

BUILDING EXTERIOR 

1. Roof drainage is very poor with minimal roof slope and numerous leaks. Water is gathered by a gutter along the east side of the building and discharged through downspouts that function poorly introducing water into the wall system. 

2. The existing temporary wood framed modular building housing the middle and high school students was constructed for temporary purposes, thus the exterior is not clad with a durable and long lasting fenestration system. The building exterior is in poor shape and is susceptible to water infiltration.

3. The building is constructed with temporary concrete footings which are experiencing ground shifting which causes all the doors not to line up correctly in the doorways.  

4. The lack of proper roof and site drainage will potentially flood the building. 

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Building Interior

1. The MS/HS building is not compliant with ADA regulations, causing the physical facility to be unable to accommodate disabled students, staff, or community members.
2. The existing windows are composed of low quality aluminum frames that are drafty and create thermal comfort issues for those seated near them.
3. Exit ways: SCA has a total of 24 separate entry and exit points, which pose constant security issues when accidentally left open.

Lighting

1. Low/poor lighting levels (1100 lowest reading) in all buildings, causing headaches and vision issues.
2. There are no lighting control occupancy sensors in either facility.

Sound and acoustics

1. Poor acoustics exist in all buildings, creating “noise pollution” and auditory disturbances for neighboring classrooms. In the MS/HS building the walls are “paper thin” and sound carries from room to room.
2. Noise created by each air handling unit system is extremely loud and prohibits the use of the commons space.

Limitations of space

1. Science: Because there is no chemical storage facility or laboratory fume hood, the school is not able to offer chemistry classes or certain scientific lab activities.
2. Middle school science classroom does not have adequate power around work surfaces in the room, again limiting scientific learning experiences.
3. Food service: No kitchen exists on campus, so food must be prepared off site and delivered by a non-temperature controlled van daily into the student commons. This is being rectified with Phase 1 of the project.
4. Health: The SCA/SCEC campus does not contain a nurse’s station. There is no place for a student to lay down or sit to receive medical care and medications are kept alongside office supplies.
5. Athletic Facility: There is no gymnasium(this is being complete in Phase 1); all students must go outdoors for physical education activities or have PE class in a temporary modular classroom setting on the high school wing. K-3 students use the same restroom facilities as 9-12 students do, at the same time. This is being rectified in Phase 1 of the project.
6. There is no athletic playing field; students only have playground and small grass yard on campus for physical activity.
7. There is not adequate space for an all school assembly or gathering.

Communication

1. The buildings do not have an intercom/paging system. Staff is using the phone system to communicate.
2. School facility does not have a bell system in place.

EFFICIENCY AND COST-EFFECTIVENESS

1. The individual electric heating and cooling units are more expensive to operate than similar gas-fired units or a central gas-fired heating and cooling systems. There is no gas in either building.
2. The building is not well insulated, especially at critical areas such as ceiling roof seams to improve comfort and reduce energy use.
3. The location of a single thermostat serving multiple spaces does not allow adequate temperature control. Thus, the spaces are being overheated, which is detrimental to the computer labs, or over cooled based on the needs of a single space. This results in higher energy usage.
4. The cabling that exists between buildings for Internet and phone have become exposed due to settlement and weather, making for constant repairs and increased expenses. For a detailed description and photographs of the deficiencies, please reference the Swallows Charter Academy Master Plan as well as the updated Assessment report. The following is a summary list of our existing conditions at SCA. All deficiencies affect the health, safety, accessibility, and/or functionality for our learners, staff, and families.

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Proposed Solution to Address the Deficiencies Stated Above:

In order to bring these deficiencies to resolution, the SCA school community is pursuing the BEST grant to erect a safe place for our students to excel beyond limits. The Design Advisory Group (DAG) was convened to study the existing facilities, additions to the facilities and building a new facility. Several scenarios were evaluated. The DAG evaluated all of the options with the following criteria in mind:

- Code and life safety deficiencies and Security of the campus
- Educational program adequacies and deficiencies as it relates to the existing facilities and the school site.
- Immediate and anticipated maintenance and repair needs for each school facility and building deficiencies.
- Efficiency of the facilities with regards to functionality
- Building operating costs; and energy consumption

The rationale and evaluation of each option is explained in the master plan with the updated project plan (2014). In addition, deficiency solutions and costs are described in detail in the Updated School Assessment Report (January, 2015). The DAG has determined that the deficiencies will continue to deplete the schools' budget and deter our focus from our children and their educational goals. Thus, it was determined that a repurpose of the existing metal building and an addition of classrooms would be the BEST option.

The updated master plan recommends a new facility constructed in three phases. SCA is currently under construction on Phase 1, which includes a new building to house a gymnasium, locker rooms, fitness room, cafeteria/commons, kitchen and restrooms. Phase 1 is scheduled for completion early summer of 2015. The requested grant would fund the construction of Phase 2 and 3 completed in a single effort. This project includes a classroom addition to the new gymnasium building. This 40,000 square foot, two-story addition would provide 15 classrooms, a new office/entry, a library, a computer lab and the necessary support spaces to house the 1st through 6th grades. The high school will move into the existing elementary building and grades 7-8 will be housed in existing modular classrooms on the north side of campus.

The portion of the project associated with phase 3 includes the construction an additional three classrooms, two kindergarten rooms, two preschool classrooms, a special education room, and science rooms for our middle school program. The existing metal building will be renovated to accommodate our high school program complete with a science room, career center and a performance space. The metal building will be joined to the new commons/cafeteria (Phase 1) with a small connecting addition that unites all the facilities under a single roof. The existing modular MS/HS building will be removed and a new secured playground will be built on the south side of the new building.

With the completion of this project, SCA will see the vision of a single new building complete. Execution of this plan through the multiple phases will be possible by means of careful planning and maintaining adherence to a coordinated master plan. The following explanations detail the plans for our new facility.

SITE

The present site is acceptable although there are multiple deficiencies that construction of a new classroom addition and a remodel would solve. The parking lot entrance and student drop-off loop congestion will be corrected by reorienting the main building so that the entrance, parking lot, and drop-off loop are directly across from South Angus Avenue relieving McCulloch Boulevard of heavy traffic. SCA purchased, in January 2014, the property the modular MS/HS building currently sits on. One of the stipulations in that contract requires SCA to re-route traffic off of McCulloch within 5 years or will be monetarily penalized. Thus, it is imperative that the traffic loop and main entrance be re-oriented off of McCulloch Blvd. The proposed new site would include a full size play field that could be used for regulation soccer and multiple other uses. The new project will include expanded and improved stormwater detention facilities. Moreover, a building replacement would include landscaping and walkways that are currently non-existent.

SECURITY

Currently, our campus is made up of four different buildings and is stretched across nine (9) acres. The safety and security of our children are the number one priority! Our open campus leaves our children defenseless. The replacement would create a single building with limited door access and would eliminate many of the entry and exit points. The primary point of access will be limited to secured entry points. Moreover, a stable structure is the only resolution to shelter all our staff and students in the event of severe weather, such as a tornado or other severe weather event.

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SAFETY

The reconfiguration of the parking lots and pick-up/drop-off loop will provide students with safe passage by creating a clearly defined drop off and parking circulation system. Proper sidewalks and adequate lighting would be included in the building replacement project. With the new construction of the additional classrooms, a new fire alarm system will be incorporated addressing all current code violations, such as smoke detectors and the inclusion of a sprinkler system. The replacement facility would eliminate the issues of foundation and structural problems, and ongoing maintenance on a temporary building.

FACILITY

Our (DAG) has analyzed and proposed a building design that will address sustainability; enhance our educational program, be energy and cost efficient, and inspire our students to be innovative thinkers and learners. The master plan outlines the specifications for the recommended building design. The added site plan, designed by RTA Architects, addresses closing the access to McCulloch Blvd, re-grading the storm water detention area, upgrading building electrical service and utilities, and removing the existing temporary facility. The new facility would be designed to use the site more efficiently and the new school entrance would be located on the south side of the building. The site entrance, drop-off and parking would relocate east of the present location and oriented along the south side of the site along Civic Center Drive. The single compact footprint will preserve more of the site allowing for future larger play areas and future athletic field. A compact design will also improve the building's energy use, require less foundation, less roof, and less exterior skin while creating flexibility for future changes by providing easy access to the interstitial space between floors. This approach will also assure the building will be cost effective to construct and less difficult to maintain. Core classroom wings will be oriented with windows in a north-south direction to optimize controllable natural light in classrooms. The building is designed to target LEED Gold certification.

WATER EFFICIENCY

Pueblo is known as a low precipitation and high desert climate, thus, it is important that the replacement building take every necessary measure to conserve water usage. SCA plans to use water efficient plumbing fixtures and equipment. SCA will incorporate native plants as well as utilize xeriscape principles in the landscaped areas. These adjustments will add up to a huge savings in water and expenses.

MATERIALS

The SCA DAG team will carefully consider all materials and methods for construction. SCA will ensure proper planning and execution to minimize waste, site disruption, and pollution. SCA is submitting this application on behalf of our students, teachers, staff, parents, and our Pueblo West community asking for aid in this final chapter of our twelve-year quest to at last construct a lasting edifice for excellence.

How Urgent is this Project?

The life safety deficiencies are too great to ignore or delay any further. We have had families leave our school due to the facility! Over the past 2 years, the facility has grown more and more deficient as we continue to grow and as the building ages. As a school community it is our responsibility to provide a safe learning environment for our kids, thus waiting is not an option. Security issues must be fixed now. As our middle school and high school students have classes in a temporary building, it is imperative that this facility be replaced as soon as possible. The building is reaching the expected life of 20 years, since it was built in 1996. The SCA Board of directors and administration along with the Pueblo County Sheriff's Department have determined that those facility deficiencies where safety and health is compromised are of greatest importance and must be addressed immediately. Time will not fix the vast amount of wide-open space that remains unprotected while our children are exposed to unforeseen events while threats of physical harm increase. In fact, SCA's school resource officer has observed that the building arrangement and placement on the site has several security defects, which cannot be fixed without major renovations and a consolidation of buildings. Serious life safety deficiencies have been outlined throughout the application, the amended master plan, and the updated school report. These deficiencies include proper site drainage and basic necessities like proper air ventilation and circulation, room temperature, fire sprinkler system, unsanitary bathroom conditions, electrical capacity, ADA and building code problems, dangerous ceiling tiles, hazardous roof conditions, and a treacherous trail between buildings. Our students are the highest performing students in all of Pueblo County; they should have a high performing facility to reflect their accomplishments. It is SCA's goal to continue to inspire and instruct our students to be innovative leaders of the 21st Century and to finally construct a facility that supports SCA's educational program.

If SCA does not receive the BEST grant, then we would be forced to seek out other financial avenues, which mean additional debt services, increase in maintenance and utility costs for SCA without a means for SCA to increase its revenue. SCA's current classrooms are already at capacity due to limitations in our charter contract with our District; therefore

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limiting additional revenue. Furthermore, our current facility will have reached its capacity and building conditions will continue to deteriorate, increasing costs for repair and necessary maintenance. The current facility concerns with health and safety will worsen, exposing our children for even greater risk, and operational costs will continue to increase preventing SCA from saving for a new facility. Eventually, the current facility will not be able to sustain our population or our student needs, putting the wellbeing of every person at risk.

How Does this Project Conform with the Public School Facility Construction Guidelines?

SCA fully intends to adhere to all guidelines in the construction of a new addition and renovation that will replace the current campus of temporary modular buildings and re-purpose the current metal building. This project will remedy security, life safety, and health threats that exist on our current school campus and in our many buildings. The recommended design, which includes construction in phases, can be constructed without interruption of the students' school year. The budget submitted with this application reflects complete compliance with the guidelines and includes costs in order to assure such compliance, not only in the area of health and safety, but in all other scopes of the project as well. SCA intends to comply with all other applicable local, state, and federal laws and regulations. The budget for SCA's potential new campus facilitates the use of an owner's representative, an architect with experience in building high performing schools, and a full team of consultants and engineers, including mechanical, electrical, plumbing, and structural engineers as well as a LEED consulting engineer. The owner's representation will coordinate with district facility managers and current school and community stakeholders in refining the design and implementation through construction. Performance specifications and contracting will be an important part of balancing the energy savings goals set forth by the DAG and the cost constraints inherent in any budget. A full commissioning at the close of the project should ensure that all systems are operating and functioning at required performance levels presented by LEED Gold for certification. The following is a snapshot of how SCA's project would conform to guidelines. A complete analysis of compliance is available in the master plan.

4.1 Health and Safety Guidelines

4.1.1 Sound building structure: Currently, the MS/HS building is NOT a sound structure being a series of temporary modular buildings put together with no foundation.

The project seeks to replace this temporary modular building with a permanent structure with a foundation.

4.1.2 Roofs: Currently, the MS/HS building has a tar and shingle roof, which allows for water to leak through and does not drain away from the building. The new project would be a weather-tight roof, TPO, that drains water positively off the roof and away from the building.

4.1.3 Electrical and distribution systems: The current MS/HS temporary building and the main metal building has limited electrical capacity and often blows out fuses. It does NOT adhere to current electrical and fire codes. The new building and renovation will follow a safe and secure electrical service and distribution design to meet the National Fire Protection Association and National Electrical Code.

4.1.4 Mechanical systems: Current systems are not efficient and have poor ventilation, poor sound levels, and do not maintain building temperature. SCA has programmed to include safe and efficient mechanical systems that provide proper ventilation, and maintains the building temperature in accordance with the most current version of ASHRAE 55. Healthy indoor air quality will be maintained through the use of mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.

4.1.5 Plumbing: The new building will have a potable water source and supply system that complies with the Colorado Primary Drinking Water Regulations, the Environmental Agency's Safe Water Drinking Act, and the International Code Council's 2015 Plumbing Code.

4.1.6 Fire management: Currently: The MS/HS building does NOT have a fire sprinkler system. The new building will have a fire alarm and emergency notification systems as required in all schools and in accordance with state regulations.

4.1.7 Paths of egress: Currently, there is not an egress path. The new design plans to reorient the main entrance to include an egress for better flow of traffic in and out of the drop off loop. The new design will separate the parent loop from the service

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loading area and fire lane.

4.1.8 Facilities with safety managed hazardous materials: Currently, the school does NOT have any means to store or dispose of hazardous materials or waste. SCA plans for two science laboratories that would contain approved storage containers for the storage of toxic and hazardous paints or chemicals for use in the classroom. Fire blankets and extinguishers will be provided as well. In addition, an easily accessible eyewash fountain/shower along with an independent hand-washing sink will be provided in the laboratory rooms. The school will comply with all AHEERA criteria and develop, maintain, and update a management plan.

4.1.9 Security: Currently SCA is not secure! To remedy our primary safety deficiency, the proposed facility will be located such that the new school entrance would be located on the south side of the facility, the site entrance, drop-off, and parking would be relocated east of the present location and oriented along the south side of the site along Civic Center Drive. The new building is designed to restrict normal entrance to only one or two locations, with no recessed doorways and limits the number of entryways into the building. The main entrance walking traffic is designed to flow past the main office area and be visibly monitored from administration directly. The main entrance will have a controlled entry system where all visitors will have to be buzzed into the building. All other exterior entrances will be lockable for controlled access. Interior classroom doors will have locking hardware for lock down procedures and will have code compliant door vision that allows line of sight into the corridors during emergencies. SCA plans to utilize the most current technology for security and access purposes. SCA envisions an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and also allow communication with local fire, police, and medical agencies during emergency situations.

SCA will install cameras and implement a video management system. All doors will be locking with panic bars to open readily from the egress side. Unless a door is intended for ingress, exterior doors will not have handles and locks on the outside. Doors will be steel or aluminum alloy. Any glass doors will be fully armed and equipped with burglar-resistant tempered glass. Exit doors with panic push-bars will be "access control doors," per the codes adopted by the Colorado Division of Fire Prevention and Control. Armored strike plates will securely fasten to the doorframe in direct alignment to receive the latch easily. Faculty, staff, and administration will have an automated controlled access system, which will include identification card/ badge readers. Students will be expected to carry some form of identification that will be used for access to the school.

The main entrance will have a building vestibule with double door entry to provide a secured area for visitors to authenticate and gain clearance. The building shall allow for school personnel to be able to monitor incoming visitors from a safe location out of reach using video monitoring. The administration offices will be in the front entrance to maximize the line of sight for school occupants to detect an intruder from each relevant perimeter.

Interior classroom doors shall have locking hardware for lock downs, which does not interfere with automatic closing and latching functions required by the fire code and will have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

4.1.10 Health Code standards: The new building will adhere to and conform to the Department of Public Health and Environmental Rules and Regulations Governing Schools.

4.1.11 Food preparation equipment and maintenance: Phase1 of the project that is already complete, includes the kitchen and commons area, conforms to the regulations of the Colorado Retail Food Establishment Rules and Regulations.

4.1.12 Emergency care room: Currently the MS/HS building nor the main elementary building do NOT have a nurse's office or a separate room to care for emergencies or sick children. The new facility will have a separate emergency care room with a dedicated bathroom and comply with the Department of Public Health and Environment Rules and Regulations Governing Schools.

4.1.13 A site that safely separates pedestrian and vehicular traffic and is laid out according to the guidelines. Currently, SCA does NOT have a well-defined separation of pedestrian and vehicular traffic. The new plan is designed to address this problem and will adhere to the guidelines.

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4.1.14 Severe weather preparedness: Currently, SCA does NOT have a secure shelter designated in emergency situations. The temporary modular buildings do NOT serve as a sound structure to use in the event of emergencies. The new building will be designed to use as an emergency shelter.

4.2 Technology, including but not limited to telecommunications and internet connectivity technology and technology for individual student learning and classroom instruction.

The new building and additional classrooms will be wired for the Internet as well as have a wireless connection available. The media center/library and additional computer lab will be equipped for student learning according to the guidelines below. All other classrooms and administrative areas will be constructed with a long-term sustainable technology infrastructure.

4.2.1 The new building will include educational facilities for individual student learning, classroom instruction, online instruction and associated technologies, connected to the Colorado institutions of higher education distant learning networks "Internet" and "Internet two."

4.2.2 The new building will include educational facilities with standards based wired and wireless network connectivity.

4.2.3 The new building will include security and associated filtering and intrusion control for internal voice, video and data networks.

4.2.4 The new building will include external internet service provider (ISP) connection and internal wide area network (WAN) connections meeting or exceeding recommended guidelines of the state education technology education directors association (SETDA) broadband imperative, and devices meeting or exceeding recommended specifications according to the most current version of technology guidelines for the partnership for assessment of readiness for college and careers (PARCC) assessments.

4.2.5 The new building will include provide school administrative offices with web-based activity access.

4.2.6 The new building will include administrative software individual educational programs (IEP), individual learning programs (ILP), and personal learning plans (PLP).

4.2.7 The new building will include emergency power backup, redundant a/c for voice, video and data systems.

4.2.8 Currently, SCA does not have bi-Directional Amplification (BDA). The new building will include signal boosters that enhance in-building signals across a range of frequencies.

4.2.9 The new building will be constructed with long-term sustainable technology infrastructure. Facilities should be built with sufficient data cabling and/or conduit and power infrastructure to allow for maximum flexibility as technological systems are upgraded and replaced in the future. A plan for technology lifecycle review intervals should be put in place for review at 2-4 year intervals.

4.2.10 The new building will include data center and non-data centers.

4.2.10.1 – Currently SCA does not have an uninterruptible power center (UPS). The new building will include IDF and MDF locations wired with 30 Amp or 40 Amp power circuits to support sufficient backup power systems to maintain secure systems operation during a power outage, or intentional school attack.

4.2.10.1.1 – Currently, SCA does not have the capability to back up data. The new building will include a system to back up data by a generator.

4.2.11 The new building will conform to the connectivity standards.

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4.2.11.1 - The new building will be wireless. Data cabling will support appropriately spaced multiple-antenna wireless networking infrastructure allowing for a centrally located antenna every 2500 to 5000 square feet (or preferably performing a professional site survey/ resonance analysis). Support for 802.11b/g/n, 802.11ac, and/or newer protocols are recommended.

4.2.11.2 - The new building will be wired.

4.2.11.2.1 - The new building will include cabling. All new runs of copper data cable will be augmented category 6 cable or newer standards. Any data jack will be backed by two cable runs.

4.2.11.2.2 - The new building will include data closets connected by conduit and fiber optic cable to allow for maximum data performance and upgradeability.

4.2.11.2.3 - The new building will construct classrooms to have a data jack on the wall at the front and back of the room as well as data cable to the door for access control and a data jack on the ceiling near the front of the room for projection and/or smart board equipment as well as security/PA/clock devices.

4.2.11.2.4 - IDF to office, and library or technology/media centers. The new building will include any areas designed for independent work or study should have a dedicated data jack with two copper cable runs each.

4.2.11.2.5 - IDF to common areas, auditorium, and cafeteria. Common areas should contain one data jack per forty feet of linear wall space and such jacks shall be distributed at reasonably equal spacing throughout the room. This has been addressed in Phase 1 of the project.

4.3 Building site requirements. Functionality of existing and planned public school facilities for core educational programs, particularly those educational programs for which the State Board has adopted state model content standards. Capacity of existing and planned public school facilities taking into consideration potential expansion of services for the benefit of students such as full-day kindergarten and preschool-an school-based health services and programs.

The new programming and space allocation adhere to the requirements for schools., as outlined in our updated master plan.

LEARNING ENVIRONMENT CONDUCIVE TO HIGH PERFORMANCE

SCA is committed to designing an exciting learning environment with appropriate teaching and administrative support areas. Classrooms, common areas, and administrative offices will be located to inspire and use as much natural lighting as possible. Well-designed, task-oriented artificial lighting will be designed to supplement daylight when necessary. Acoustical material will be utilized to reduce ambient noise levels, minimize transfer of noise between classrooms, corridors, and other learning areas, and create a learning environment that focuses students' attention.

SCA has programmed for two (2) kindergarten classrooms at 1,000 square feet each and general classrooms will be designed at 750 square feet to accommodate up to 24 students in each.

SCA is committed to 21st Century learning, and education, computers, and software are an integral part of our facility design. Technology will be integrated into the classrooms as well as additional computer labs available for whole classroom usage. SCA's curriculum currently meets or exceeds Colorado Content Standards and NCLB. Our mission embraces 21st Century Learning, but the site and current facility lack sufficient bandwidth for more advanced levels of information transport and delivery. With a new facility, individual learning and remote classroom instruction would be enhanced and enable connections to distance learning networks.

4.4 Building performance standards and guidelines for green building and energy efficiency.

The new building/classroom addition will aim to meet the requirements set forth below:

Section 24-30-1305.5 C.R.S., requires all new facilities, additions, and renovation projects funded with 25% or more of state funds to conform with the High Performance Certification Program (HPCP) policy adopted by the Office of the State Architect

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(OSA) if:

- The new facility, addition, or renovation project contains 5,000 or more building square feet; and
- The project includes an HVAC system; and
- If increased initial cost resulting from HPCP can be recouped by decreased operational costs within 15 years, and
- In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the property.

ENERGY EFFICIENT PERFORMANCE STANDARDS

Sound structural foundations, floors, walls, and roof systems are not taken for granted by those who have existed without them for so long. SCA embraces a green building and energy efficiency performance standards, or other programs that comply with the HPCP, reducing operations and maintenance efforts, relieving operational costs, and extending the service life of the facility. SCA envisions the primary delivery methods for heating, cooling, and lighting to be natural and sustainable, with mechanical or artificial systems available only to supplement at night or when extreme conditions warrant. High performance systems and holistic thinking will be critical to realizing this vision. Higher operating costs result in sacrificed educational opportunities. In the new building, it is the highest priority of SCA that long-term thinking for energy use and durability for decreased maintenance provide for a financially sustainable future.

SCA plans on selling our current modular building to be “reused” by a potential purchaser. The DAG team envisions a project of very little waste, where much of the furniture and all of the technology will be reused in the new facility. Maintenance programs will be developed and implemented to keep equipment and materials functioning as intended, extend life of equipment and reduce operational costs.

SCA has approached its facility programming and decision making with an emphasis on innovative thinking. It is fundamentally important to the longevity of the building and hence the sustainability of the school that the selected materials and systems possess a combined lifespan that will enable the school to service the community well past the generation of students that is currently in the school. Constructed correctly, the design envisioned should remain relevant for as long as we continue to educate children in classrooms and be sustainable far beyond that.

How Does the Applicant Plan to Maintain the Project if it is Awarded?

SCA has developed a capital replacement plan that sets aside and earmarks funds for the purpose of replacement of each of the major systems in the new facility as they reach the end of their service life. SCA acknowledges that replacement costs may take an unexpected path over the coming years and decades, as the economy and school funding priorities vary from year to year. We also understand that constant analysis of the components and systems through the facilitation of the maintenance plan will help keep capital replacement costs lower than normal, perhaps over a longer period of time. In preparation of this replacement plan, SCA determined for each of the categories an estimated replacement cost and an annual amount based on a straight-line method to be earmarked in capital reserves in order to cover the expenses of replacement. This information is set forth below in the following table:

System	Est. Yrs, before replacement	Annual Savings	Est. Total Cost
Boilers	30	\$100	\$3,000
Air Handlers	30	\$700	\$21,000
HVACs	20	\$10	\$500
Misc. Plumbing	25	\$15	\$600
Light Fixtures	15	\$15	\$1,000
Painting	10	\$500	\$5,000
Roof System	50	\$2,300	\$115,000
Flooring	30	\$2,834	\$85,000
Landscaping	20	\$200	\$4,000
Hardscapes	25	\$800	\$20,000
Sealant/Weather striping	10	\$300	\$3,000
Visual display boards	10	\$2000	\$20,000
Low volt cabling/Equip.	30	\$1167	\$35,000
Doors/hardware	30	\$100	\$3,000
Windows/glazing	30	\$833	\$25,000
Window treatments	10	\$1,500	\$15,000

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Fire sprinklers	50	\$1,000	\$50,000
Projectors	10	\$1,000	\$18,000
TOTAL			\$424,100

SCA has developed both a capital replacement plan and a maintenance plan for purposes of replacing the major components of our new energy efficient renovation and addition school. SCA acknowledges that maintenance costs during the initial years of the new charter school will be lower than at a later date as the facility ages. The SCA maintenance plan includes recommendations from the best practice of “predictive” maintenance, and avoiding the practice of “breakdown” maintenance. This preventative plan will include the following at a minimum:

1. Accurate and timely record keeping on the various systems will be tracked and maintained to include both the date and cost of occurrence. These records will be used to predict the accuracy of future project costs.
2. Operations manuals containing a list of scheduled tasks for preventative maintenance, repair standards, and work order procedures will be a top priority for our office manager.
3. A maintenance schedule will be developed for each mechanical system, component, and product that includes exact timelines and tasks from manufacturers manuals and recommendations.
4. After installation, industry professionals will verify that building systems and components, as well as their functionality and operations, meet the intent of owners and designers. Final adjustments will be carefully documented if changes are necessary.
5. Boilers and air handling equipment will be inspected and maintained regularly by industry professionals.
6. Roof surfaces will be inspected regularly, with proper removal of snow and water. Leaks will be repaired upon discovery.
7. Industry professionals to include water fountains, pumps, expansion joints, drains, locker rooms, restrooms, and kitchen facilities will regularly inspect all plumbing and sprinkler systems.
8. Industry professionals to include thermographic scanning and motor current analysis used to identify common faults will regularly inspect the electrical systems.
9. The fire alarms and public address system will be regularly tested and maintained.
10. Floors will be waxed and sealed regularly.
11. Painting will be conducted on a rotating and predictable schedule, created with high traffic volume and impact in mind.

This schedule will be completed during summer months to avoid disturbance of learning activities.

Annual maintenance is anticipated to be in the estimated amount of \$.20 per square foot based on approximately 51,575 square feet for a total of \$10,315. This information was based on information gathered from local contractors and they are believed to be feasible, but better projections can be determined after specific systems and materials are specified in the final plans, and actual operating information becomes available.

The following forecasted maintenance spreadsheet describes the frequency of anticipated maintenance per year, the estimated cost of each occurrence and the total annual maintenance cost for each system.

System/Component	Times per Year	Est. Cost per Maintenance	Est. Annual Cost
Roofing standing seam	1	\$300	\$300
Boilers	2	\$400	\$800
Air Handler	2	\$1,000	\$2,000
VAV's	2	\$1,000	\$2,000
Misc. Plumbing	4	\$500	\$2,000
Light Bulbs	12	\$100	\$1,200
Light Fixtures	2	\$500	\$1,000
Painting	1	\$1,000	\$1,000
Flooring	2	\$500	\$1,000
Landscaping/Irrigation	5	\$300	\$1,500

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Hardscapes	2	\$500	\$1,000
Sealant/Weather Strip	2	\$500	\$1,000
Low Volt Cabling/Equip	1	\$400	\$400
Doors and Hardware	2	\$1,000	\$2,000
Windows/Glazing	2	\$400	\$800
Window Treatments	1	\$400	\$400
Fire Sprinklers	1	\$1,000	\$1,000
TOTAL			\$24,100

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

In 1996, Swallows Charter Academy (SCA) opened as a middle school with only 49 students located in a modular building behind another Pueblo District 70 school. In 1998, SCA added kindergarten through fifth grade students and had to move into a facility, formerly known as The Bulldog Market, an old grocery store. SCA purchased the Bulldog Market and renovated it for educational purposes. It is a pre-engineered metal building and at the time, there weren't many viable options available in the Pueblo West area for lease or for purchase to serve as a school. Thus, when the former Bulldog Market became available, SCA purchased this building for renovation. Classrooms were created around the perimeter of the building, with the commons area in the center. This building is not a sound structure to resist tornado forces or other emergencies. The K-6 students are primarily housed in the main building and 2 modular units. 150 yards behind the main building sits the 7-12 temporary modular building. Both buildings are currently being utilized for students K-12; consequently our students must walk between the two buildings throughout the school day. The school campus lacks landscaping, vegetation, and sufficient security for a school, due to the layout of the two buildings on two different lots of land.

Between the 2 buildings there is a total of 24 entry and exit points. The facilities assessment has identified that the current facilities are deficient and pose life safety and educational process concerns. The building deficiencies that are beyond expected life include fire protection specialties, inadequate electrical systems, communications and security, exterior doors, the terminal and package units are in desperate need of replacement, and several non-compliant code items.

The middle school and high school modular structure, in most need of replacement, was manufactured in 1996 and installed on the SCA campus in 2008 intended to be a temporary facility for a maximum of one to two years. Due to the requirement of much needed space in a short amount of time; this building was installed temporarily with the intent of only lasting a couple of years. In 2008, the SCA Board expanded its educational programming, doubling grades 6-8 and adding a 9-12 program. At that time, the board determined that this was the most viable and cost effective solution for doubling the middle school and adding the high school program all at once. Moreover, the Pueblo West area did not have a vacant facility available to lease or buy to serve as a viable option. The intention was to use the modular building for 1-2 years and either build a new building or move into another building at a different location. Since 2008, SCA has had turn over in administration, as well as the SCA Board, thus the vision of a new building was lost in transition. Since 2010, SCA has had consistent administration and approximately 16 different SCA Board members. Administration has been working steadily, since 2010, on securing the funds and developing the master plan to finally see the vision of a new facility come to reality!

This modular building of wood construction with no fire sprinkler system or gas service sits 505 feet east of the main SCA building and is past its lifespan. The middle school and high school temporary modular building has now been in place for 8 years and is at maximum life span (20 years). These modular buildings were not built to last! This building has 17 exterior entry and exit points alone, which creates security issues, lacking the ability to monitor all 17 entry/exit points and increasing the school's vulnerability to possible threats. Other major issues involve foundation and structural problems, door security due to the constant shifting in soils and foundation, and overall health and safety concerns due to the age of the buildings. In addition to structural issues, the modular building is unsafe in severe weather conditions. The building lacks a secure place for students to go to in the event of a tornado. In addition, many of the classrooms experience the weather conditions, rain and snow, inside their classrooms due to the misalignment of the doors.

Currently, the site has major drainage issues due to the site being graded back towards the building. This has caused

BEST FY2015-16 GRANT APPLICATION SUMMARIES

instability in the foundation, creating cracks in the floor and doors to be misaligned. The finishes are at or near their useful lifecycle. The facility has poor lighting and lack of natural daylight. The main building's mechanical system requires costly services and is extremely loud, causing the learning environment to be disturbed as well as it does not maintain temperatures. The 7-12 building's mechanical system requires a significant amount of service since each classroom has a wall-mounted electric/DX cooling unit, which are expensive to operate, and are at the end of their lifecycle, which creates poor air quality. Moreover, the buildings also lack adequate storage for classrooms, offices, and custodial supplies. In 2008, the temporary building served the purpose of housing 9-10 graders primarily. However, the building has outgrown its original function and now serves K-12 students from various backgrounds everyday.

Current Grant Request:	\$17,969,675.13	CDE Minimum Match %:	28
Current Applicant Match:	\$3,680,535.87	Actual Match % Provided:	17
Current Project Request:	\$21,650,211.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$0.00
Total Project Costs:	\$21,650,211.00	Escalation %	6
Affected Sq Ft:	71,400	Historical Adverse Effect?	No
Affected Pupils:	501	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$303	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$43,214	Who owns the Facility?	Charter School
Sq Ft Per Pupil:	143	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
Secured Bond - Phase 1		In the event the charter school facility ceases to exist, it will revert back to Pueblo School District 70.	

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:
Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	0
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	58.03
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	
Charter School Capital Construction Funding:	\$81,345.00



BEST Charter School Grant Waiver Application

The BEST grant is a matching grant and each applicant is assigned a unique minimum matching requirement, pursuant to 22-43.7-109(9) C.R.S., to identify their financial capacity. An applicant may apply to the Capital Construction Assistance Board for a waiver or reduction of the matching moneys requirement for their project if the applicant determines their minimum match is not reflective of their current financial capacity, pursuant to 22-43.7-109(10) C.R.S.

Waiver applications are reviewed independent of the grant application. Upon review of the waiver application, the Capital Construction Assistance Board will make a motion to approve or deny the applicant’s waiver request.

The Capital Construction Assistance Board shall seek to be as equitable as practicable by considering the total financial capacity of each applicant pursuant to 22-43.7-109(11) C.R.S.

Instructions

For questions 1-3

Be specific when answering the questions and explaining the issues and impacts. Your response should include dollar amounts and specific ways in which such issues and impacts make it impossible for the applicant to make its full matching contribution. Please submit meeting minutes, award/non-award letters, official communications, budget documents or other relevant documentation as applicable to support the responses provided.

For questions 4-15

Only answer the questions which the applicant feels directly contribute to a reduction in their minimum matching requirement. For each response, please describe why the applicant feels that specific match criterion does not accurately reflect the financial capacity of your charter school.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your school district, charter school, or BOCES.

As outlined in our grant application, SCA would benefit tremendously from receiving a BEST grant. Given the overall safety and welfare needs of students and staff, the only viable solution is a replacement facility and a renovation to our existing campus. A partial waiver of the matching contribution is necessary to enhance both the educational opportunities and safety and well being of our students. Educational opportunities would abound with new science labs, integrated technology, and unite the school into one building with one primary entrance point. Our slogan, “from Crayons to College,” could be a completely realized vision under one roof, if granted the waiver. The waiver would allow SCA to provide a safe learning environment for our students with a facility that is designed with learning in mind. If SCA does not receive the waiver then we would be forced to proceed with unforeseen budget cuts that would affect not only our students, but our staff as well.

2. Please describe why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district, charter school or BOCES.

If SCA were required to contribute the remaining 11% of the match, which is \$2,382,059, it would require drastic and aggressive fundraising efforts in a very short amount of time. Although SCA has already been fundraising for the past 2 years, the SCA Building Corporation and SCA Educational Foundation have only raised about \$20,000 for our new facility. Moreover, the median household income of the Pueblo West community is only \$41,262, which is below the state and national average. Our community members simply do not have that kind of money to give, when they are trying to feed their families. The SCA parents and community have been supportive and have contributed to our students to their fullest capacity. In addition, the school budget cannot sustain that level of impact even over the next

five years. Particularly because enrollment is capped through our charter agreement and our facility is near maximum enrollment capacity. SCA has taken on the debt services payment of a 30-year term mortgage for the Phase 1 project, approximately \$250,000 annually. SCA will continue to fundraise and put forth funds towards the new facility.

3. What efforts have been made to coordinate the project with local governmental entities, community based organizations, other available grants or other organizations to more efficiently or effectively leverage the applicant's ability to contribute financial assistance to the project?

Efforts to work with the Pueblo West Metro District Board began nearly 4 years ago, centered on either the purchase of this property or the deeding of another designated school property. Several joint board meetings were held to facilitate the transition of the land over a period of time. SCA has become a member of the community-based organizations, such as the Pueblo West Chamber of Commerce, the Latino Chamber of Commerce, and the Pueblo Business Women's Network, in order to promote our school and secure community partnerships for years to come. In addition, we have maintained a strong relationship with Pueblo Community College and Colorado State University at Pueblo, since the inception of the Early College Program in 2008. Part of our vision, with PCC is to offer college courses on our new campus, not only for our own early college students but also for the Pueblo West community at large. We understand that students desiring to take college biology at PCC are often told that all the sections are full and they are at capacity. Being able to offer additional science classes in our new labs, through a joint facility usage agreement would provide additional opportunities for our early college students, specifically for those students who may face transportation issues or work conflicts. We have discussed several times with our own staff members about becoming adjunct professors. In fact, and SCA middle school teacher taught a college course on our campus, just last year. This was the first of many courses we expect to offer over the coming years, once we have an active partner with us in building the vision for the new facility.

4. Weighted average of district matches which comprise the student population.

Approximately 5% of SCA students are from other districts and 95% of our student population comes from Pueblo District 70.

5. Does the authorizing district have 10% or less bonding capacity remaining?

No. According to Pueblo District 70 Chief Financial Officer, the district does have more than 10% bonding capacity remaining.

6. Is the charter school in a district owned facility?

The charter school is not a district owned facility. Swallows Charter Academy is owned out right and paid in full by SCA. In fact, on January 13, 2014, SCA paid cash for the additional lot, we have leased since 2008. The two charter school busses are also owned by SCA. SCA just bonded for Phase 1 of this project in the amount of \$3,680,000.

7. How many times has the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs?

In 2004, \$100,000 was received from the bond measure for parking lot improvements. SCA received \$22,000 of a 60 million dollar bond initiative in 2013. SCA plans on using the \$22,000 for security upgrades in the new facility. A bond measure failed in 2010.

8. How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?

None

9. How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?

In 1996, SCA received charter school grants totaling \$53,336 in start-up monies the first year the school was open with 46 students in grades 6-8. In 1997, the charter school received \$8,840. In 2008, a \$30,000 grant was denied from the

Packard Foundation and in 2012 and 2013 a \$20,000 Shell Science classroom grant was denied 2 years in a row. A \$50,000 Clorox grant was also denied in 2012.

Except for the charter school capital construction assistance fund monies, no other capital grants have been awarded. However, SCA continues to campaign for raising funds for our new facility.

10. How many times has the charter school attempted or obtained funding through CECFA or another type of financing?

In 2008, SCA approached CEFCA for funds for the new high school early college program, but the application process failed somewhere along the lines.

Capital construction monies have been spent on:

For the 2010-11 school year, the total dollar amount expended was \$167,616.60. The description included the gymnasium rental fees, equipment purchase, bus lease payment, copy machine lease, Fitch ratings, legal, and financial consultants as it related to the development of a potential new property.

For the 2011-2012 school year, \$30,000 was expended on the rental of a gymnasium facility.

For the 2012-2013 school year, capital construction dollars were rolled over into the 2013-14 report rather than spent. These funds, which were approximately \$44,0305, were used towards the purchase of the land that the middle /high school building currently resides. The purchase of this lot was finalized on January 13,2014. Any and all funds allocated both in carryover and new monies will go towards the final phases of this building project.

In 2014, SCA did secure \$3,680,000 from CECFA, for the Phase 1 of our master plan, which is the gymnasium, kitchen, and commons area.

11. Charter school enrollment as a percent of district enrollment.

6% of Pueblo District 70 students are enrolled at Swallows Charter Academy K-12.

12. Free/reduced lunch percentage in relation to the statewide average charter school free/reduced lunch percentage?

The free and reduced lunch percentage for Swallows Charter Academy K-12 is 26.24%. The state average for free and reduced lunch percentage is 35%. Every year the percentage increases.

13. Percentage of PPR spent on non M&O facilities costs.

Approximately 8% goes toward maintenance and operations whereas approximately 20% of the overall budget is spent on non M&PO expenditures excluding salaries.

14. Unreserved fund balance as a percent of budget.

9.8%

15. Please describe any other extenuating circumstances deemed appropriate for a waiver or reduction in the matching contribution.

Swallows Charter Academy is requesting a partial waiver of the requirement of the BEST grant of the matching funds remaining of 28% of our project costs. SCA has bonded \$3,680,000 for Phase 1 of the project, which is the gymnasium, kitchen, and commons area. It is to be completed this May 2015. SCA can confidently obtain an additional \$20,000 from fundraising efforts thus far. SCA will also use any and all capital construction money from the state and will aggressively seek corporate and private donations. Therefore, the remaining 11% of the match with the \$20,000 leaves us with no choice but to request a waiver for the remaining amount of \$2,362,059. There have been a series of unfortunate events in the past twelve years during the time SCA has tried to develop a new safe campus. \$150,000 was recently spent to purchase the land. No other school in this region has had to buy property to educate children. They all have received deeds of land. Over \$265,000 was wasted on failed attempts over a number of years in pursuit of a safe haven for Swallows. Other grant attempts have been failed as well, including the past 2 years of failed BEST grant attempts. We will continue to pursue any and all opportunities for grant money, although we have been continually denied. Enrollment caps based on facility occupancy limit our ability to grow exponentially even though we have a waiting list for all grade levels, K-8. Finally, SCA has encumbered debt, with Phase 1 of this project that further burdens the annual budget.



February 4, 2015

BEST Grant
The Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Grant Reviewer;

It is with great pleasure that Pueblo West Parks and Recreation Department supports the pursuit of a BEST grant by Swallows Charter Academy. The Pueblo West Parks and Recreation department and Pueblo County School District #70 have enjoyed an intergovernmental agreement for many years, allowing for each entity to utilize the fields and facilities in Pueblo West for the mutual benefit of the programs provided to the citizens of Pueblo West. Along with the school district we work with the private sector in partnership to provide a better quality of life for our community.

The population surge in Pueblo West has created a shortage of fields and facilities to meet the recreational demands of the community. Additionally, because of the necessary growth of program offerings, the current facilities have been over used and some are in desperate need of repair. The replacement of the middle school/high school buildings would allow for more educational opportunities for those students as well as the community. This grant will be a benefit to both entities in that we can provide educational tools for all ages in programs such as: foreign language classes, computer classes, music and art offerings, etc. When the words parks and recreation appear everyone thinks sports. Due to the size of our community and department we must incorporate all aspects of life and sports is just a part of what we provide. This partnership would incorporate what the grant is all about "Building Excellent Schools Together", opportunities beyond the physical sport, Strong mind and Body.

Swallows Charter Academy is in walking distance of our "Cattail Crossing" park where many classes could be held, the tennis courts, and a new community park that could be used by the school for extra-curricular activities and classroom learning.

We feel the effort in pursuing this grant opportunity would be in the best interest of the citizens of Pueblo West, and the resulting facilities will meet the needs of the Pueblo West constituents for subsequent generations.

Sincerely,

Carol Cosby
Pueblo West Parks and Recreation Director

State Representative
CLARICE NAVARRO
Colorado State Capitol
200 East Colfax Avenue, Room 307
Denver, Colorado 80203
Office: 303-866-2905
Email: clarice.navarro.house@state.co.us



Member:
Local Government Committee
Business Affairs & Labor
Committee

COLORADO
HOUSE OF REPRESENTATIVES
STATE CAPITOL
DENVER
80203

Colorado Department of Education
1580 Logan Street, Suite 310
Denver, CO 80203

February 10, 2015

Dear Ms. Honigsberg:

This letter is to show my strong support for Swallows Charter Academy to be selected to receive a BEST Grant. Swallows Charter Academy has been providing an excellent education for students in Pueblo West since 1997, starting as a middle school and by 2008 becoming a school that educates students from Kindergarten through the 12th grade.

Swallows Charter Academy has been growing in popularity in District 70 and they are in need of funding for capitol construction. They have expressed to me that with the funding provided by a BEST Grant that the school would be able to provide a better learning environment for students. The BEST Grant would provide the money for construction on a Pre-K facility and the ability to remodel their facility so that they can create a school auditorium.

My hopes are that Swallow Charter Academy will be awarded with a BEST Grant so that they can continue to provide District 70 students with an outstanding education.

Please feel free to contact me at your earliest convenience should you need more information.

Sincerely,

A handwritten signature in blue ink that reads "Clarice".

Clarice Navarro
State Representative

February 9, 2015

To: The State of Colorado for the purpose of the Best Grant;

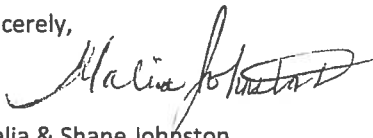
In care of Dr. Cindy Compton, principal of SWALLOWS CHARTER ACADEMY.

I'm writing to give you a parent's point of view concerning Swallows Charter Academy (SCA) in Pueblo West Colorado. In order to fully understand my perspective as a parent of a SCA student, a bit of our background should be brought to light. We moved to Pueblo West Colorado 3 years ago from Hawaii for the purpose of raising our family in a solid community. We have found Pueblo County to be welcoming and friendly. Growing up, my husband and I collectively have lived in 7 different states, and have attended several primary and secondary schools throughout the West. So when we moved to Pueblo we consciously made a decision to put our son in one school district. Our plan is to have our children go to one school for their entire school career. We researched every school in Pueblo County, we talked to several different principals at the elementary schools. We chose Swallows Charter Academy because they have some of the best test scores in Pueblo County and the State. We chose Swallows Charter Academy because their teachers are highly educated and their passion is to teach. We chose Swallows Charter Academy because their child to teacher ratio is controlled and not over crowded. Other schools in District 70 had 32 kindergartens with 1 teacher, personally I wouldn't wish that ratio on my worst enemy. Bottom line we whole heartedly agree with SCA education and truly believe that our son is getting the best education that he can have, without a doubt better than my education. I cannot express on paper how important that is to us.

The ONLY concern that I have about SCA is their buildings and layout of the school itself. SCA borders a major road in Pueblo West that has constant traffic passing by. McColluck Blvd is approximately 1 mile from HWY 50 and HWY 50 leads to KS or UT. The building itself is too open to the public causing extreme concern over safety. Security doors and fences along with adequate class room space is a desperate need. The front doors and parking lot exit's empty onto McColluck Blvd. The classrooms are open to the common area where all students (K-12) congregate at some point in the day. The older children (6th-12) have to walk between buildings, in mud, cold and near Civic Center road. The parking lot is not properly arranged, causing bottle necks, and pedestrian safety issues. The school building is maxed out and we are needing to build a 2 level elementary wing along with reconfigure the parking lot, and entrances and exits. There aren't enough bathrooms in which we can keep the older children separate from the younger children. The buildings are structured in such a way, that almost any safety concern that adults would have for their children is a possibility. I thought maybe I was the only parent who felt this way until I attended a parent meeting. Parents of all age groups (K-12) were represented at the meeting and EVERY parent expressed concern of the schools layout, passing cars, lack of space, and most importantly lack of safety. It is possible to fix our safety issues on our school site, but not without a large sum of money.

If given the Best Grant, we as SCA community could not only provide the best education that Pueblo County has to offer, but we could provide a safe environment where parents would NOT have to worry. If we don't receive the Best Grant, over 200 students may have the best education but their SAFETY will always be on the line. The needs we have are too great to ever fundraise enough money to fix our safety issues. Please consider SCA for the Best Grant so we can build a safer environment for our kids to learn.

Sincerely,



Malia & Shane Johnston



Swallows Charter Academy K-12

SCA (K-8)
278 S. McCulloch
Pueblo West, CO 81007
719-547-1627

SCA (High School)
101 Civic Center Drive
Pueblo West, CO 81007
719-547-7230

February 22, 2015

To the BEST Grant Committee:

We, the faculty and staff of Swallows Charter Academy, ask you to approve our application for a BEST Grant so we can continue the legacy of success at our school.

Our physical structure has never been the ideal setting for a school, but we have made the most of it. We were granted one of the first charters in Colorado and began our school in an old grocery store. Our elementary classes are housed in that building, and the rest of the campus is comprised of modular structures. The modulars were never meant to be permanent, and those are the buildings we are planning to replace with the help of the BEST grant.

We have a master plan to update our entire campus, and that work has already begun. We have begun construction on phase one of our rebuilding plan. That phase includes a commons area, scratch-cook kitchen, and gymnasium. The structure will give all of our students a large enough place to gather daily for lunch and breakfast. The kitchen will provide good, nutritious meals, and the gymnasium will be home not only to our athletics and physical education program, but it will also be a place where we can finally conduct school wide assemblies and have our graduation ceremony on our campus.

Phase two of our project is all about classrooms, and that is where the BEST Grant would come in. This part of our master plan calls for the construction of a new building, which would house classrooms, a media center, and a secured front entry. One of the many problems with our modular structures is that each of them has an outside door, which is a security concern. The new classrooms would give our teachers the space to conduct class in a true learning environment, not a building that once sold produce and frozen foods.

Our students and teachers have excelled in spite of the limitations of the buildings. Last year alone, our third graders scored 95% proficient in mathematics. Our high school boasts the highest graduation rate of any school in our area, at 100%. Our ACT scores are also the highest in the region and above state averages. Our early college program is the most successful in the state. Imagine what we could do in a secure, energy efficient structure designed with learning in mind.

A new building will address our safety and security needs. It will also help us to do a better job educating and nurturing our students. We have shown we can do great things in an old grocery store. We need these classrooms to take our students into the future. We have a vision and mission for our school with a master plan to execute them. What we need is money. The BEST grant would allow us to do what we do best, help our students learn. You would be giving us the means to create a safe and secure environment. Every student deserves that.

Sincerely,

The Faculty and Staff of Swallows Charter Academy

Lynn
Pete Ows

Sarah Pecoraro

Deanna Stoum

Holly Meesaman

Riz Corp

Kelly Maher

J. Cant

2607

Randy Orr

Reut Jansen

Kurt Aukland

Lin Taylor

Justin T. Prosel

J. Walsh

Donna Thomas

Melrose Gil

Garrett Gille

Janna Bruce

Kenya Jinstead

Kelli Williams

[Signature]

[Signature]

Natalie Sato

Mash

Terri Simonich

Justin Morey

Debra Kopp

Kelvin Meyer

• Facilities Impacted by this Grant Application •

Moffat 2 - PK-12 Supplemental - Moffat ES/MS/HS - 1921

School Name: Moffat ES/MS/HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	45,334
Replacement Value:	\$13,512,294
Condition Budget:	\$11,687,548
Total FCI:	86.50%
Energy Budget:	\$0
Suitability Budget:	\$1,166,100
Total RSLI:	9%
Total CFI:	95.1%
Condition Score: (60%)	3.02
Energy Score: (0%)	2.73
Suitability Score: (40%)	4.00
School Score:	3.41



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Applicant Name: MOFFAT 2

County: SAGUACHE

Project Title: PK-12 Supplemental

Previous BEST Grant(s) Funded: 2

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|--|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | |

General Information About the District / School, and Information About the Affected Facilities:

Moffat School District #2 is seeking funding from BEST due to significant facility and adequacy deficiencies in its PK-12 school, and the inability of the District to address these deficiencies on its own.

Located in the northern San Luis Valley, Moffat PK-12 has historically been the center of the Moffat/Crestone community, and is recognized for academic achievement as well as its caring staff and traditional values. The School currently has 47,239SF of Tier-1 educational space. Student enrollment in the fall of 2012 was 127 PK-12 students. SF per student is 372. Average enrollment over the past 5 years has been 136.

The facility's growth over its 92-year history has resulted in an assemblage of connected buildings lacking cohesiveness and organization. Though each addition has served the needs of the community over time and has been maintained with diligence, the majority of the building systems are at the end of their useful life. In addition, the piecemeal layout affects the safety of the students and efficiency of school resources.

In Spring 2012, the Moffat Board of Education recognized that an audit of the facility and its ability to support the education of students in the future was needed. Wold Architects & Engineers and Adolphson & Peterson Construction were selected to evaluate the condition of facilities and help develop a long term facilities plan. The master plan process included:

- Independent assessment of facility condition and educational adequacy
- Analysis of energy, maintenance, and transportation costs, enrollment, building utilization and capacity
- Formation of a Facilities Master Planning Committee comprised of community members, parents, staff, and a board member, which undertook a comprehensive look at the information provided by CDE, Wold and A&P.
- Development of criteria to guide the planning process, establish goals, and evaluate options
- Review of options for consideration
- A series of community meetings held in Moffat and Crestone to discuss and gather feedback on the condition of the Moffat School campus and the appropriate course of action

The aging facilities have significant issues affecting the safety and health of students, staff, and visitors. Numerous mechanical and electrical code deficiencies, no fire sprinklers, inadequate temperature control and little ventilation, roof and building envelope failures and site issues exist. The issue of greatest concern is the deterioration of the 1921 building foundation due to concrete sulfate attack, which has reduced the amount of bearing foundation wall by approximately 25%. The School is currently pursuing structural testing to determine the risk to building occupants.

FCI:

Total FCI = 63.08%

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Site FCI = 103.49%

1921/1950's area FCI = 70.60%

1982 area FCI = 87.60%

Approximately 70% of Moffat's Tier-1 space has an FCI higher than 70%, and is located geographically at the center of the facility; areas still in good condition (1997 Cafeteria and Industrial Arts) are at the far north and far south. Moffat sees the need to take action soon, and several paths have been considered to determine the best course of action (see Master Plan for full description). Simply continuing to fix problems when they arise is considered to be shortsighted and not a wise use of school funds when there are imminent failures. Even a mixed approach, i.e. remodeling some areas and replacing others, in order to address the most critical health, safety and code issues and improve the building layout, is an inefficient use of funds, because of the difficult layout that is the source of many inadequacies. Options were weighed using consensus-based criteria, and it was determined that the best option is to build a replacement PK-12 facility on the existing school site and maintain the two buildings that are still in good condition for district use. With great support from the community, the Board of Education decided to pursue a BEST grant to assist the District with this project.

Deficiencies Associated with this Project:

Moffat school is comprised of multiple buildings, additions, and connections that have been built over the past 92 years. This project would address the building and site deficiencies which have the highest need and pose the greatest risk to students and staff.

The safety concerns, deficiencies, and failures of the existing systems are the results of the aging facilities and the way that the campus has grown over time. Many of the deficiencies cannot be addressed independently due to the system's capacity limitations with a significant cost to repair versus the cost to replace.

The layout of the school adds to the challenge of addressing condition deficiencies. The cafeteria, gymnasium, music, art, and computer lab are located at the north end of the campus in the 1950's/1997 era buildings. Middle and high school academic classrooms are located in the 1921 building, in the middle of campus. The preschool, kindergarten, and elementary classrooms are located at the south end of the campus, in the 1970s and 1980s era buildings. The high school industrial arts building is located further south, physically separate from the main campus.

Each day, kindergarten and elementary students walk a circuitous pass through the full length of the facility (450 feet one way) to go to lunch, gym, and specials classes. High school students walk through the 1980s community room, which is the link between all of the elementary classes, and into the elementary in order to go to industrial arts.

The campus layout is an everyday security concern, as staff members focus on moving their students through the building without incident. Though the school works hard to schedule class transitions in a coordinated way, it is an everyday challenge to ensure that the youngest students can access core activities without getting distracted, going astray or distracting other classes along the way. Moving young students across the building causes a loss of academic contact time, and the interaction causes parents and guardians concerns around exposure to non-age-appropriate events and actions. In short, the buildings layout compromises the safety and efficiency of the school, as disruptions are frequent and staff must allow time for circulation of the facility instead of instruction.

It is not only the layout of the school that affects the education of Moffat's students, but the inadequacies of the following systems that create life safety concerns. Below is a detailed list of building and educational adequacy deficiencies, compared with the CDE public-school facility construction guidelines:

3.1 Sound Building Structural Systems. The 1921 building foundations are cast in place concrete and are in poor condition, due to sulfate attack that began in 1921. The sulfate attack stems from salts in the soil interacting with the cement paste and causing damage to the concrete. Freeze/thaw cycles and moisture accelerate the attack on the concrete. In July 2012 a preliminary visual inspection was made by structural engineers and it was estimated that approximately 25% of the foundation wall had eroded.

In early February 2013, the Superintendent and Facilities Director looked at additional areas under the building where they

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were able to delaminate up to 10 inches of an 18 inch foundation wall by applying light pressure, by hand, to different sections of the foundation. At this time it was also observed that the floor joists were wet and rotting due to additional moisture. Classroom teachers in the 1921 building report that in the past 2 to 3 years they have noticed the classroom floors are lower in the center of the room than at the perimeter, and some of the operable windows will no longer open, which indicates building movement.

With these findings of a potentially imminent danger, the school is engaging a testing agency to conduct a full investigation of the foundation walls, including full depth drilling, to document the existing wall thickness, the amount of concrete remaining that is not damaged, and the amount that the lamination present, in order to determine whether there is a danger to building occupants.

3.2 Weather-Tight Roof. The way that the building was constructed over the years has resulted in a complex system of separate roof areas, with joints and valleys of different materials. This creates many opportunities for leaks. The school reports roof leaks in many of the interior spaces including the gymnasium, kitchen, elementary Corridor skylights and other numerous places in the building. On visual inspection, roof coverings, wood shakes and fascia at gables are visually deteriorated

The low slope of some of the roofs and gutters allows for standing water, backups and ice dams during colder months. During the 2012 winter, ice dams caused leaks that destroyed computers and monitors that were being stored for replacement just outside current computer labs. This leak also resulted in mold growth in that area.

3.3 Code Compliance. A very serious life safety concern is that the building is not code compliant. There are no fire sprinklers and the building exceeds allowable area. There are some rated corridors, opening protection and egress door hardware, but it is not consistent throughout the building. The school is very concerned about this problem, especially when the fire alarm and detection system lack all of the components to detect and alert building occupants. However, to bring the building up to current code would involve extensive renovations throughout the facility.

3.4 Potable Water. The current design of the water treatment facility poses safety concerns and jeopardizes the school's ability to operate. The Colorado Department of Public Health and Environment has reviewed Moffat's water system and recommended redesign of the system to ensure optimal safety for student and staff drinking water, for several reasons.

Potable water is supplied to the site via an artesian well. The wellhead is located under the playground and does not have adequate access. Water enters the building at an on-site water treatment room, which includes a domestic water booster pump with VFD, two furnaces and two water heaters. The installation of the domestic water booster pump VFD on the concrete floor poses an electric shock hazard if maintenance personnel were to stand in a puddle of water that was also in contact with the VFD.

The furnaces that are in this same room need make up air to run, so the additional fresh air brought into this room during winter months causes the water system for the entire building to freeze and shut down. The school does not have any redundancy in the system. Loss of the motor and the VFD caused the school to shut down for three days during the 2011 through 2012 school year while waiting for a replacement system.

3.5 Fire Alarm. The inconsistent fire smoke detection coverage is a significant concern for the school. There are no horns or strobes in the classrooms. Smoke detector spacing exceeds the maximum listed coverage area in many locations, and corridors and larger spaces, such as the gym and industrial arts shop do not appear to have adequate coverage. Some of the existing air handling equipment is lacking duct smoke detection.

There is a well on school property which has two pumps, one serving the schools irrigation system and the other belonging to the local fire district. The wells capacity is estimated to be insufficient to meet current fire code requirements for volume and pressure. This well is located within the playground area, and as such presents a safety hazard and security concern. There is a hose cabinet mounted outside of the fenced fire pump enclosure that allows a hose to be manually connected to the fire pump output pipe in the event of a fire. The fire pump system reliability may be questionable due to the deteriorating

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condition of the equipment.

3.7 Building Security. No key card or keypad building access is present. Multiple exterior un-monitored doors are a problem. During the 2012 school year, the school was broken into and multiple computers and teacher supplies were stolen. The entry point was a door that was forced open due to its age and poor quality. Many of the internal doors can be opened by applying moderate pressure.

3.8 Public Annunciation System. The school's Annunciation system equipment is located in the secretary space of the front office and is only accessible by the secretary. During an emergency, this location would create a hazard to access due to its exposure. The current system is not consistent and is inaudible in many areas of the building. The school replaced the main console, but there is insufficient building wiring and lack of a comprehensive speaker system. This is a large life safety concern due to the fact that without a comprehensive system the school is unable to appropriately perform lockdown procedures or any other emergency response.

3.9 Secured Facility. Security is compromised due to having 24 separate entrances and exits that are not secured and a physical layout that prevents line of sight visual control. The main entrance is located near the office, but visitors cannot be directly monitored and access to the building cannot be controlled. Visibility to the entrance from the office is limited to only the secretary. With her duties, this individual is pulled from monitoring the entrance at various times during the day. Other staff members do not have line of sight to the entrance due to a structural wall in the main office.

Some of the building's exterior doors are unlocked during the school day to allow students to go to the industrial arts shop. Doors are also opened to provide ventilation when temperature in the building cannot be controlled adequately.

Visibility and unlocked doors are not the only secured facility concern. Another community concern around this need is the fact that the school is the only major building on Colorado Highway 17 for 40 miles from the north and 30 miles from the south. Very often, adults will stop and request to use the facilities due to the remoteness. This creates exposure for our students to unknown adults.

3.10 Electrical Systems and Lighting. The electrical service has very limited capacity and will not allow for future expansion or additional equipment loads. The existing electrical system capacity is roughly 50% of what is normally designed for modern high-performance schools. The facility does not have an emergency generator. Teachers encounter tripping circuit breakers when trying to use multiple educational systems, like Smartboards and projectors. The lack of an adequate electrical system forces staff to use power strips and extension cords, which create tripping hazards and violates fire code in some instances.

Egress and exit lighting coverage is not code compliant in most areas of the building. The facility does not have external path of egress emergency illumination per code requirements.

The gymnasium space has metal halide gym lights which do not have quartz restrike units and there are no emergency lighting units in this area. Due to the Gym's occupancy type and occupancy count, this is a major concern in the event of a power failure as the space will be totally dark. The metal halide fixtures could take up to 10 minutes to restrike after restoration of normal power. Total darkness is also observed in the hallways during power outages due to the lack of battery backup emergency lighting.

3.11 Safe and Efficient Mechanical Systems. Temperature control and ventilation in the school is very poor. The school lacks adequate zoning controls to provide a minimum level of comfort. Heat to the various building wings is provided by several different systems, including multiple gas furnaces, electric baseboard heaters, infrared unit heaters, and gas-fired unit heaters, and there is no cooling except for in the computer lab. A propane odor can periodically be detected inside the school and in the playground area. It has been determined that all 11 of the gas regulators feeding the building are past their useful life expectancy.

Underground plumbing systems are deteriorating due to the sulfate attack. During the 2011 to 2012 school year, the school lost a week of instruction due to two old pipes failing. Very cold temperatures are reported in the 1982 building during the

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winter. Odors are frequently reported from drains in several locations in the building, possibly related to waste piping deterioration and blockages.

Freezing pipes are a concern due to the inadequate heating. During the 2012 through 2013 School year, second and third grade elementary classes were conducted in the library due to broken pipes; the hot water baseboard system in the elementary wing froze, causing flooding to those classrooms. In the previous school year, frozen pipes in the same system left the wing without heat for at least six days, during which time students and staff wore winter coats throughout the day.

The elevated septic system pumped for the facility is also deteriorating. During the 2011 through 2012 school year, the failure of the system caused repeated backups of human waste and methane. The methane backup caused a teacher to be taken to the hospital for methane poisoning.

3.12 Indoor Air Quality. Ventilation is poor and high carbon dioxide levels are a concern in the school. Most areas of the school lack mechanical ventilation and solely rely on natural ventilation. The 1982 elementary wing has no forced air, and therefore there is no ventilation air unless windows are open. Not all windows are operable.

3.16 Emergency Care Area. The room that is available for sick students is very small and there is no dedicated toilet room. The nearest toilet facility is out two doors and across the building entrance lobby, 75 feet away. No supervision is available if a student is sick and needs to use the facility due to this configuration.

3.1 ADA Compliance. The school has numerous compliance citations. The parking lot and walk to the main entrance is gravel and noncompliant. The route from the main building to the industrial arts building is not accessible. Toilet fixtures and drinking fountains are not accessible.

3.19 Safe Site Pedestrian and Vehicular Circulation. Multiple site deficiencies exist as described in the CDE assessment. Paved surface is minimal and there are no paved sidewalks to the building entrance. There are not adequate traffic directional markings for bus or pedestrian drop off areas. Service and delivery areas are not properly separated from vehicle and pedestrian circulation areas. Safety and way finding signage is inadequate. Students and staff have to walk on and across the county road to enter the school.

3.19 Safe and Secure Site. There are several locations around the site with exposed low-voltage wiring at low heights within reach of students, landscape machinery and small animals and could be prone to damage. The main electrical service equipment is located on the exterior of the building in the playground area on the west side of the building. The elementary playground is not fenced in the equipment is outdated and does not meet current safety requirements for ADA accessibility. Site lighting is inadequate as noted by the assessment.

There is a low slope roof over the doors that students use daily to access the playground. During winter months, snowdrifts collect in this area, and slide off the roof at unpredictable times, due to sun and temperature conditions. Without any snow control devices, students and staff are at risk of injury due to slighting snow.

4.1 High-quality, Durable, Easily Maintainable Building Materials and Finishes. The 1997 buildings EIFS exterior wall system has failed in many areas, presumably by pests. Some of the exterior wall break is spalling, and the paint on the interior building is bubbling and chipping away. This could be a similar condition to the concrete foundations at the 1921 building, and preventative measures should be investigated. As-built drawings do not indicate that any kind of dampproofing was installed in this area.

4.13 Pre-K through 12 Rural Schools. Because of the development of the campus is over several decades, the building is not cohesive or organized. The gymnasium, cafeteria and specials are located at the north end of the facility, and the pre-K through elementary grade students or at the south end. The youngest students must walk through the middle school and high school areas for lunch, PE, music, art, library, and computers. In addition, high school students walk through the elementary area to access the industrial parts shop in classroom, which are located to the south of the facility. This situation presents not only a difficult student flow that needs to be managed, but the cross traffic presents a safety issue for young

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students.

In addition, the school facility is the only public building in the area, so it is used often for community events, and sometimes during the school day. It is not possible to separate areas used by the public from student areas due to the building layout. The school is the center of the community, but the facility is not designed to provide a safe environment for students, together with community use.

4.13.2 Classroom Size. Classroom sizes do not meet guidelines. The average classroom size is 543 SF for grades K through 12. Guidelines recommend a minimum of 600 SF for classrooms. The kindergarten classroom is 700 SF and guidelines suggest the range of 1000 - 1200 SF. Toilet facilities are shared by pre-K, kindergarten, and first grade.

4.13.5 Distance Learning. The school does not have a distance learning video conference system. With the remote needs of the school, this is a critical need to ensure that students are provided access to curriculum in areas that the current staff cannot provide.

4.13.6 Science Lab. The science lab is 700 SF, which is small for safe functioning. The piping in this area has also been compromised, possibly by the same soil conditions affecting other areas, which creates a sewage odor to two trapped gas is. Disorder creates an environment that is uncomfortable and unsafe to conduct classes in. The gas for experiments does not work correctly. As a consequence, the science lab is used minimally, and when in use, doors must be propped open and fans used to mitigate the odor.

Doors to the science room open directly to the school's main entrance lobby, which is unsecured can creates an additional security concern.

4.13.9.1 Art. The kiln room does not been properly so the kiln is not used.

4.13.11 CTE Facility. The CTE industrial arts facility is separate from the main building. This poses a security concern, as students travel back and forth between the two buildings during the course of the school day. Doors remain uncontrolled throughout the day for this function.

The CTE classroom is not heated, ventilated or cooled. The dust collection system, located inside the shop and without fire suppression or explosion venting, does not meet current code. There is a lack of power shut off for shop equipment, at some of the buildings exhaust equipment is nonfunctioning.

4.13.12 Library. The library is in a converted class room space in the 1921 building. There is limited natural light and no task lighting. It appears to be of adequate size, but inadequate power for technology and modern library functions making this space ineffective for 21st century learning.

4.15.14 Cafeteria. The 1200 SF cafeteria is small for the student population served and is not adequate to be fully utilized as a multipurpose space. The space is long and narrow and the ceilings are 9'-0". Guidelines for pre-K through 12 rural Schools suggest space to support the school and community, with ceilings a minimum of 15'-0" high.

Severe corrosion of the underground plumbing pipes in the kitchen and cafeteria areas create frequent backups and flooding of the kitchen.

4.13.15 Gymnasium. The gymnasium is approximately 7000 SF, including three rows of spectator seating on each side of the court. There's little circulation space around the court. Due to the small size of the gym, the bleachers had to be modified to ensure player safety due to the fact that the first step protruded too close to the playing surface. This now makes some of the bleachers not ADA accessible.

The gymnasium has no emergency lighting. This is a major concern because the metal halide lights could take up to 10 minutes to restrike after a power failure event. Temperature control from gas-fired infrared unit heaters over spectator

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seating is in effect of, and there is no cooling or ventilation provided in the gym. The PA system is not functioning.

The gymnasium is not dividable, so multi use of the space is not possible. For acoustics make it difficult to use the space for performance or other events.

Currently, the school district shares sports with the neighboring school district, but Moffat's Gym is not an adequate size, so students are transported to other facilities back-and-forth over a 19-mile distance each way.

4.13.16 Weight Room. The weight room is a converted storage room behind the stage that is small, poorly ventilated and difficult to supervise because of the location. It does not have appropriate finishes, mirrors, rubber flooring and equipment. There is no emergency phone or intercom in this area.

4.13.19 Administrative Areas. The school has minimal conference, workroom in storage for staff. Because of the lack of storage, the office and circulation paths are filled with files in storage cabinets. The school uses the train car in the small storage building west of the school for building and record storage.

All of the above deficiencies were identified back in the 2013 BEST grant application. Currently, all deficiencies are in the process of being corrected with the new building construction which started in August, 2014, however, the project budget (due to external factors and unforeseen conditions) cannot currently provide the funds to fully solve these deficiencies either in whole or in part. Because of this, the Moffat PK-12 BEST project is requesting that additional funding be added to its existing BEST grant via a supplemental request in order to fully complete the project scope that was applied for during the original BEST grant application process. The project had previously undergone significant budget reductions and re-design efforts in an attempt to reconcile the original program and master plan with the approved BEST grant and reserve budget. Unfortunately, and in spite of tremendous efforts, the project team was unable to fully reconcile the two.

Back in late March of 2014, after schematic design was complete, the selected Construction Manager/General Contractor (CM/GC) had priced the available drawings and specifications. The initial pricing came back \$4.6M over the BEST grant budget for the construction scope of work. The project team and District immediately kicked off a Value Engineering (VE) process in an attempt to decrease the delta between the approved program and the approved budget. In doing so, by mid-May, the project team was able to decrease the budget delta from 4.6M down to 1.8M by distributing a Design Development set of drawings and specifications for pricing that had been significantly reduced. However, the remaining delta was still too great to overcome, given the approved budget. Because of this, the project team went through yet another VE session where an additional 840K was removed from the project scope and program by Mid-July. This left a lengthy list of programmatic scope items that ultimately had to be put on an add alternate list and/or reduced from budgets outside of construction costs in hopes of eventually purchasing them back into the project through a supplemental request that would be submitted in February, 2015.

Although the team was working vigorously to reconcile the budget and scope from March through July of 2014, the project continued to battle unforeseen conditions that seemed to continuously grow as time progressed, creating larger and larger cost deltas, though the District continued to sacrifice more and more of its program. One of the major battles the project team fought was subcontractor escalation totaling to over \$1M, though the BEST grant budget only included relief for roughly \$460k of escalation-related costs. Other factors included high costs related to the sanitary sewer and fire relief systems that cannot be avoided or worked around.

Therefore, this Supplemental Request includes both the programmatic cuts that were made during the VE sessions as well as requests for larger budgets for additional packages that had to be significantly reduced in order to sign a contract with the CM/GC and reduce further risks of material and labor escalation. The programmatic cuts are identified in the solution section, below the original BEST grant solution descriptions, as items 1 - 30. These have been priced by the CMGC and Architect teams at this time. Items 31 - 36 outline the other project budgets that had to be reduced or are under their currently market priced amounts in order to reconcile the construction scope with the construction budget. Therefore, this request also includes re-establishing those budgets back to what they need to be to complete the project successfully. Finally, item 37 accounts for re-establishing an appropriate owner contingency to complete the project.

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Overall, the Moffat District needs roughly \$1.4M added to the total BEST Grant budget in order to complete the original scope it applied for during its original BEST grant. The majority of this additional request will be used to fund unforeseen conditions related to construction escalation and State-required specifications to the District's fire suppression and sewer systems totaling to roughly 1.5M on their own. If the Moffat School District is not awarded \$1.4M per an additional supplemental grant, the project will be left unfinished.

Proposed Solution to Address the Deficiencies Stated Above:

Being a conservative community, it was important to the facilities master planning committee and Board of Education to review every available option to address the deficiencies of Moffat's teaching facilities. A detailed explanation of the discussed options can be found in the master plan. Throughout the process, there was intense community participation and broad-based ownership of planning criteria was accomplished.

A number of options were considered. Understanding the cost to replace failing building systems and maximizing new investment into the new facility were two primary reasons the committee came to their recommendation. The significant structural foundation concern, the difficult campus layout, and the piecemeal nature of the school's building systems were also a point of frequent discussion. Discussions during the master plan committee meetings and community meetings frequently returned to the question, "If we don't take care of these issues now, then when?"

One step in the process was to develop a list of criteria as guidelines to test options for future development. The criteria are as follows:

- The cost spent will be a wise use of funding from the lifecycle cost perspective
- Good value; good "bang for the buck"
- Efficient operations
- Minimize the time and cost impact of implementation
- Reduce number of days lost to building outages
- Provide an environment that promotes learning and is appropriate for education
- A safe and secure site
- Perceived support from the Community and State

Second, the committee considered all possible options to address the deficiencies:

- Do nothing at this time
- Mixed approach: remodel some areas and replace others, focusing on improving the layout in addressing the most critical health, safety and code issues.
- Build a new school at the current site. Maintain buildings that are still in good condition (industrial tech shop and bus garage)
- Build a new school at a different site.
- Repair/replace building systems over time

The committee evaluated the options, agreeing on a score of 0, .5, or 1 for how well the option would meet each criteria (see master plan for full option matrix). Choosing to do nothing, or to repair and replace systems over time, is what the district has been doing for many years, and it cannot now keep up with the needed repairs. These options received very low scores (2 and 3.5).

The option to remodel some areas and replace others received 4.5 points. The committee considered whether to keep the 1997 cafeteria portion of the campus, because it is newer and has fewer deficiencies. However, the location of this building at the far north end of the campus makes it very difficult and costly to build around it cohesively. The group agreed that it would not be good "bang for the buck" to invest in the small portion of the existing building.

The option that best met the criteria was building a new school on the current school site (8 points). It provides the opportunity to address all of the educational adequacy and layout issues as well as condition deficiencies, provides long-term value and is least disruptive. The option to build new on a different site (7.5 points) would be far less favorable to the community because the current site has utilities, infrastructure and structures in place that could continue to be used (The

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shop and garage buildings).

With support from the Moffat/Crestone community, the district has chosen to pursue the construction of a new pre-K through 12 facility, while maintaining the two buildings on site that are still in good condition, the bus garage and the industrial arts building, which will be used as tier-2 buildings for transportation and storage.

The proposed new school will comply with the public school facility construction guidelines both in building construction and educational adequacy. This includes:

- Classrooms for pre-K through 12 grade, art, music, science, computer lab, and special education
- The existing industrial arts building is proposed to be converted to a tier-2 District transportation maintenance in storage building. A new industrial arts classroom and shop is proposed to be located in the new building, with secure access for students and efficient square footage, which the existing building could not provide.
- A multipurpose cafeteria, gymnasium and media center will be shared by primary and secondary students.
- School district administration offices and other support spaces or included in the building program.
- The preliminary site plan includes separate auto and bus drop off areas, a service drive, parking area, fire access around the building, and elementary and pre-K playgrounds.
- The existing facility would be demolished after construction of the new school.

The proposed solution has taken into account the needs of the district, the community, and best practices in design for a facility that will support the future generations of Moffat students.

The planning team has utilized its database of school construction costs developed through extensive experience in Colorado school construction. This proposal represents a conscientious, economical and efficient plan to help Moffat pre-K-12 school, for a district which has failing facilities and no means to provide adequate funding to solve their deficiencies without assistance.

Overall, these are still the solutions that the District and its community are working towards. However, there are specific components within a number of these solutions that are now at tremendous risk of not being completed. Below is a list of both programmatic and critical project scope items that have a long-term and high impact to the overall function and intended use of the new building that were either cut and/or reduced from the construction scope during the contracting process and are currently not being covered in the construction contract. These items have been priced by the CMGC for the project at the values indicated in the attached budget spreadsheet. Each item is critical to the success of the overall project and longevity of the building design.

To fully comply with the solutions proposed in the original BEST grant application, the Moffat PK – 12 project needs additional funds to:

1. Provide a top hung thermal curtain (manually opened and closed) along a portion of curtain wall used to keep heat in the building at night. The curtain will be opened during the day to allow the building structural components behind the curtain (masonry) to act as a thermal mass during the operating hours, conserving energy. The energy and HVAC system have been designed and built around this concept, so to not have it, would impact the overall HVAC and energy performance of the new building in a negative way.
2. Provide irrigated seed for the new landscaped areas around the new building so the new plantings and landscaping do not die after being planted.
3. Provide a long jump runway and pit, shot put pad and 4 lane crusher fines track with concrete curb as the District currently has no place to support track and field related sports activities for its District. The District provides regional track program, and without this component, it would not be able to support this program and obligations for both its students and the surrounding Districts.
4. Provide reclaimed wood from the existing building to be used on interior walls in the new building commons and gym

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areas in very select areas as a way to remember the old building. It was very important for the community and District to be able to make this tie in some small way. There are 3rd and 4th generation families that were involved in approving the bond and have a significant tie to the existing school building.

5. Provide upper wall cabinets in classrooms where they were removed as part of the VE process. Currently, there would not be enough cabinets to be used by students and staff for book and/or material storage.
6. Provide a modular roof paver system to be used by the Science classroom as an outdoor learning space for the students. A connection with the outdoors is part of a 21st century science learning curriculum.
7. Provide a hot mixed asphalt (HMA) paved parking lot and bus loop at the front of the new building to be used by teachers, students, staff, and parents as well as visitors when accessing and/or visiting the new building. This is also critical to meeting the ADA compliance codes for the new building.
8. Provide rip rap (loose stone used to form a foundation for breakwater) at basins and concrete headwalls at trenches as part of the site plan to comply with the original intent for the site drainage and expelling storm water off the site per State requirements.
9. Provide electrically operated hand dryers in the restrooms for cleanliness and a reduction in the use of disposable paper towels
10. Provide gutters and downspouts on the North side of the new building to divert rain and drainage from falling on and icing up pedestrian walkways during the long Moffat winter months. In addition, it will also provide protection from falling snow and/or ice onto students walking around the building.
11. Provide epoxy countertops and integral epoxy sinks in the science classroom as appropriate work surfaces for using chemicals and other scientific equipment in this classroom. Typical P-lam countertops and sinks would not hold up over the lifecycle of the new building.
12. Provide resinous epoxy flooring in locker rooms as a long-term solution for a cleanable and safe non-slip surface under consistently wet conditions.
13. Provide acoustic wall panels and MDF wood paneling on and above the gymnasium door as well as within the gymnasium itself, commons area, and library to comply with the original acoustical design for the new building and allow the spaces to function together without disrupting one another during typical operations hours.
14. Provide a paved art patio slab to be used as an outdoor learning space for students. A connection to the outdoors provides a creative stimulus and learning environment for students when engaged in art activities.
15. Provide wood shop counters and work surfaces as originally programmed to be used by students working on projects in the Vo-tech and shop classrooms.
16. Provide cabinetry in the Art Room for material and equipment storage that was removed during VE
17. Provide wall tile and floor tile at restrooms (Larger restrooms and smaller restrooms) to provide a highly durable wet surface that has a longer lifecycle than epoxy paint, FRP (plastic sheets) and vinyl floor tile, which is currently the VE option. Epoxy paint, FRP, and VCT is not the correct long-term solution for these spaces. If left as such, this would become an undue burden on the small maintenance staff at Moffat.
18. Provide a new monument sign for the new building
19. Provide new stage lighting for the stage/music room to be used as intended for performances, graduations, and other

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District events.

20. Provide metal wall panels at the Vo-tech/Shop Classroom to protect the new walls in this space over the lifecycle of the building.
21. Provide a concessions stand with countertops, cabinets, and residential grade equipment to be used to service guests, visitors, and staff during programmed sports games and other District events. This would be an alternative to having students use the large commercial kitchen to provide these services, which would be dangerous for them to operate.
22. Provide electric/sensor operated plumbing fixtures as part of the overall high-efficiency design of the new building and to help the District conserve water over the lifecycle of the building.
23. Provide a rubber sports floor at the weight room to protect the concrete floor from weights and machines used in that space. Drooping weights on concrete will eventually damage the floor and become an operation issue for staff and student safety.
24. Provide a small split-system cooling unit in the new MDF room to keep all the new technology and security equipment at the correct temperature so they do not overheat and become damaged during use.
25. Provide a DE-nitrification system as required by the CDHPE for the sanitary sewer system
26. Provide a 75,000 gallon fire cistern as required (by the Colorado Division of Fire Prevention and Control.
27. Provide a Water treatment system to meet the needs deficiency identified in the BEST grant application for providing safe, potable water to students and staff.
28. Provide a 50 x 50 play area with grass and fencing for outdoor field play for students.
29. Provide an HVAC purge sequence and fan to allow the building to pre-cool during the nighttime hours so that operations during the warmer months more comfortable as a full Air Conditioning system could not be afforded.
30. Provide casework and storage for the administration staff in their back of house area to be able to neatly store supplies, materials, and files.
31. Provide relief for the overage to the CDE reserve fund when combining reserve requests for 560k for contractor escalation over and above the escalation in the original BEST grant budget, plus the CC12 submitted and approved for 296k related to soils conditions.
32. Align the FF/E budget with currently competitively priced FF/E packages. The priced FF/E package for the project provides the good-quality and long lifecycle pieces of furniture and equipment the district desperately needs to support its program.
33. Align the playground equipment budget with the needs of the School District and the current competitively priced package
34. Align the security and access control package with the programmatic and safety needs of the School District
35. Align the winter conditions budget with the current CM/GC projections for winter condition costs as they had to cut their original winter conditions budget by 50% during the VE sessions.
36. Align the temporary power budget with the current CM/GC projections for temporary power costs

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37. The owner contingency for the project had to be exhausted to sign a construction contract with the CM/GC. There will likely be items that come up as the project finishes over the next 6 - 7 months, and it would be wise to replenish a portion of the owner contingency as part of this request to cover the following risks: Additional field change orders that may arise due to drawing clarifications, small scope gaps, permit requirements, and/or state inspections, allowances and other budget overruns that may occur related to technology and other smaller miscellaneous owner scopes of work, and holding back money in the instance there are small amounts of hazardous materials that need to be abated before the old building is demolished. Additionally, all the reserve funds for this project will be exhausted, so having additional funds in the owner contingency would be wise.

How Urgent is this Project?

Based on the findings throughout the assessment period of the master planning process, we can ascertain that Moffat school facilities are near the end of their useful life. Without a major investment in the near future to address the most pressing needs, the buildings integrity and the safety of its occupants could be seriously compromised.

While it is hard to predict when building systems will fail, it is clear that there are significant deficiencies due to the age of the systems, soil and drainage conditions which are affecting building structural an envelope systems as well as a lack of safety, security and fire protection components, which warrant taking action now.

Structural issues in the 1921 building foundation or cause enough for structural engineers to recommend comprehensive testing of the foundation walls, to determine the extent and severity of the problem. Based on visual inspection of several portions of the foundation walls, it is estimated that 25% of the building foundation wall has eroded due to the sulfate attack. 33% would be considered a serious problem, but at this time the extent of the damage is not known.

Currently the district sets aside funds for building repairs, but the issues that have been identified by the assessment far exceed the district capabilities. The Moffat/Crestone community is concerned about the health and safety problems in the facility. While this proposal represents a financial commitment in the midst of a weak economy, the community supports correcting the deficiencies as soon as financially feasible.

The urgency identified above still remains true. Though Moffat has received support through its community via a bond and through the State via a 2013 BEST grant for constructing a new facility to correct the deficiencies above, if the Moffat School District is not awarded roughly \$1.4M per an additional supplemental grant, the project will unfortunately be left unfinished. The items that will not be completed include demolition of the existing school building, landscaping for the new building and all the new site work and paving among other critical items identified above. There will also be significant cuts in the furniture, technology, security, and playground packages, leaving each space and/or area incomplete.

How Does this Project Conform with the Public School Facility Construction Guidelines?

With the construction of the new facility, Moffat will be able to address the adequacy concerns related to the campus layout as well as the condition deficiencies. The new facility will be designed to provide a safe, secure, and exciting learning-centered environment that meets the needs of Moffat's students and community.

Below is a detailed list of building and educational adequacy solutions, compared with the CDE Public School Facility Construction Guidelines:

- i. Our scope related to electrical improvements (items 9 and 19) will meet guideline 4.1.3.
- ii. Our scope related to HVAC systems (items 1, 24, and 29) will meet guideline 4.1.4.
- iii. Our scope related to plumbing and potable water needs (Items 22 and 27) will meet guideline 4.1.5
- iv. Our scope related to fire management (Item 26) will meet guideline 4.1.6.2.2.
- v. Our scope related to security systems (item 34) will meet guidelines 4.1.9.1, 4.1.9.2, 4.1.9.3, 4.1.9.4., and 4.1.9.5.
- vi. Our scope related to new secured playground areas and proper equipment (Items 28 and 33) will meet guidelines 4.1.13.8 and 4.1.9.6.5
- vii. Our scope related to health and safety (items 10, 11, 12, 17, 20, 23, and 25) will meet guidelines 4.1.10
- viii. Our scope related to food preparation equipment and maintenance (Item 21) will meet guideline 4.1.11
- ix. Our scope related to Furniture and Technology Equipment (Item 32) will meet guidelines 4.2

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- x. Our scope related to a safe and efficient site layout and landscaping (items 2, 3, 7, and 8) will meet guidelines 4.4.4.7, 4.1.3, 4.1.13, 4.1.7, and 4.1.13.3
- xi. Our scope related to roofing (Item 6) will meet guideline 4.1.2.1
- xii. All remaining scope items will meet the general guideline intent of providing educational and safety benefits at a reasonable cost, 1.1.3

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Moffat School District strongly believes in preventative maintenance. This commitment is evident in the fact that many of the original buildings systems are still functional, though they are aged beyond their expected life.

The school district understands that building repairs will become more expensive in the coming years, so a comprehensive maintenance plan will be written, based in the maintenance recommendations and requirements as described in the Operations & Maintenance manuals that will be turned over to the district upon completion of the project.

The District is prepared to commit \$40,000 per year towards a capital renewal fund for maintenance of the new facility. If the possibility for more funds becomes available in the future, the school district will consider contributing more toward the fund.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rational for purchasing or constructing it in the manner in which you did:

Moffat PK-12 School is located in Moffat, Colorado and serves approximately 135 students from the northern San Luis Valley. The facility is a single story building that was constructed in 1921, 1950's, 1970's, 1982, and 1997. The facility has significant deficiencies that require investment greater than the School District is able to provide with local tax resources. The facility's FCI is over 63%, with the majority of building systems beyond their life expectancy.

-The original Moffat School Building is a wood and brick structure from 1921. It originally held all grade levels and included an auditorium, which was later converted into a gymnasium. Today, this portion of the facility houses some of the middle school and high school classrooms, the school's library and administrative offices for the school and district.

-In the 1950's, a steel/masonry gym and locker room addition was built north of the 1921 building. At that time, the old gym was converted to classrooms to expand program offerings.

-In the 1960's, a remodel was completed that created an entrance enclosure to the gym and a cafeteria was added.

-In the mid-1970's, a free-standing pre-engineered metal building was built south of the 1921 building for Industrial Arts. At this time locker rooms were also added to the south of the gym.

-In 1982, a 4-classroom and multi-purpose room addition was constructed. It was located between the 1921 building and the Industrial Arts facility, to link the two buildings together.

-In 1997, a cafeteria and classroom addition north of the gymnasium was added and the 1970's Industrial Arts building was converted to pre-kindergarten and elementary classrooms. Also this year, a stand-alone Bus Garage and Industrial Arts building were built.

-The age, condition and difficult layout of the facilities have caused the Moffat Board of Education to pursue and independent assessment of the facilities and embark on a master plan process to determine the best course of action for the future of the school.

-The district has limited tax capacity to ask its voters to address the deferred maintenance need of their facilities. At the date of this writing, the FCI is 63.08% and CFI is 72.2%. The deficiency budget (condition and suitability) is \$9,218,558.

Current Grant Request:

\$1,589,408.00

CDE Minimum Match %:

26

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Current Applicant Match:	\$0.00	Actual Match % Provided:	0
Current Project Request:	\$1,589,408.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$12,124,992.89	Is this a Statutory Waiver?	Yes
Previous Matches:	\$4,552,677.91	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$725.00
Total Project Costs:	\$18,267,078.80	Escalation %	0
Affected Sq Ft:	49,650	Historical Adverse Effect?	No
Affected Pupils:	103	Does this Qualify for HPCP?	Yes
Cost Per Sq Ft:	\$32	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$15,431	Who owns the Facility?	District
Sq Ft Per Pupil:	482	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
N/A		N/A	

District FTE Count:	173	Bonded Debt Approved:	\$5,279,196
Assessed Valuation:	\$25,293,353	Year(s) Bond Approved:	09,13
PPAV:	\$146,204	Bonded Debt Failed:	
Unreserved Gen. Fund FY12-13:	\$1,630,914	Year(s) Bond Failed:	
Median Household Income:	\$36,653	Outstanding Bonded Debt:	\$5,341,150
Free Reduced Lunch %:	67.05	Total Bond Capacity:	\$5,058,671
Existing Bond Mill Levy:	15.9	Bond Capacity Remaining:	(\$282,479)
Five Year Change in Buildings to Current Revenues %:	37.99		
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	154.66		
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	13.75		
Charter School Capital Construction Funding:	\$0.00		

District Statutory Waiver for BEST Grant

A partial / full (circle one) district match waiver is requested due to:

22-43.7-109(10) (a) C.R.S. A school district shall not be required to provide any amount of matching moneys in excess of the difference between the school district's limit of bonded indebtedness, as calculated pursuant to section 22-42-104, and the total amount of outstanding bonded indebtedness already incurred by the school district.

- A. Applicant required minimum match for this project based on CDE's minimum listed percent (Line items A * N from grant application) \$_____
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2014/15 AV x 20%): \$5,090,927.40_____
- C. New proposed bonded indebtedness if the grant is awarded: \$7,267,029.50_____
- D. Current outstanding bonded indebtedness: \$7,267,029.50_____
- E. Total bonded indebtedness if grant is awarded with a successful 2015 election (Line C+D): \$7,267,029.50_____

School District:

Project:

Date:

Signed by Superintendent:



Printed Name:

Kirk Banghart

Signed by School Board Officer:



Printed Name:

Linda F. Brown

Title:

president

• Facilities Impacted by this Grant Application •

Frontier Academy - K-12 Paging System - Frontier Charter Academy - 1984

School Name: Frontier Charter Academy

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	59,000
Replacement Value:	\$15,709,071
Condition Budget:	\$8,364,590
Total FCI:	53.25%
Energy Budget:	\$20,650
Suitability Budget:	\$3,349,400
Total RSLI:	14%
Total CFI:	74.7%
Condition Score: (60%)	3.10
Energy Score: (0%)	2.19
Suitability Score: (40%)	3.68
School Score:	3.33



Frontier Academy - K-12 Paging System - Frontier Charter Secondary - 2002

School Name: Frontier Charter Secondary

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	62,000
Replacement Value:	\$19,752,626
Condition Budget:	\$3,297,005
Total FCI:	16.69%
Energy Budget:	\$21,700
Suitability Budget:	\$2,005,100
Total RSLI:	30%
Total CFI:	27.0%
Condition Score: (60%)	3.86
Energy Score: (0%)	1.98
Suitability Score: (40%)	4.38
School Score:	4.06



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Applicant Name: Frontier Academy

County: WELD

Project Title: K-12 Paging System

Previous BEST Grant(s) Funded: 0

Has this project been previously applied for and not funded? No

If Yes, please explain why:

Project Type:

- | | | | |
|---|-------------------------------------|--|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Roof | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> School Replacement | <input type="checkbox"/> New School |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Security | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Facility Sitework | <input type="checkbox"/> Other please explain: |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Renovation | <input type="checkbox"/> Water Systems | Annunciation/Paging System |

General Information About the District / School, and Information About the Affected Facilities:

Frontier Academy Charter School is a tuition free charter school for grades Kindergarten through 12 in Greeley Colorado. There are two campuses. The secondary campus at 6530 W. 16th Street houses grades 6 through 12. The elementary campus at 3560 W. 29th Street has two buildings, the Kindergarten through 3rd grade building and the 4th/5th grade building.

Our 2014 population was 1510 students (Kindergarten through 12th grade). In addition, Frontier Academy offers a home school ACCESS program on Fridays at our secondary campus. The average classroom size is 24 students (K-5) and 28 students (6-12). We have an A+ rating at www.coloradoschoolgrades.com. We have received state recognition for our Music, Arts, Drama, and Athletic programs, offer Advanced Placement and college concurrent courses, and are national qualifiers for Academic Pentathlon and Academic Decathlon.

Since 1997, Frontier Academy maintains a 30-year contract with Weld County School District 6. The two buildings that house the elementary campus are retrofitted storefront business buildings. Over the past 18 years, the elementary campus has redesigned the two buildings to accommodate 725 students and 65 staff on a daily routine of learning, playtime, and specials (library, P.E., Music, Art, and Fine Arts). The secondary building was built specifically for Frontier Academy and opened in 2000.

The Administrative Unit of Frontier Academy is the Executive Committee/Board, which is responsible for governing Frontier Academy (K-12).

Its attention is necessarily directed to planning, evaluating, and policy-making. Their responsibilities cover many phases of the school program including employees, students, curriculum, finance and facilities.

The Executive Committee developed and focused on the following strategic goals to accomplish the vision and mission.

Facilities – Plan, design and operate structures that provide students the opportunity to inspire student achievement.

Safe Campus – Provide students/staff/community a safe environment

Communications - Enhance the information flow throughout the community

Revenue Streams - Funding for opportunities

Academic Development – Enhancing the growth of students.

Staff – Enhancing the growth of Frontier Academy personnel.

Board Development – Oversight and accountability refinement

A Security Committee was formed in January 2013 to identify ways to create a safer environment for our staff and students.

The committee formed a 3 phase plan which included facility improvements to all 3 buildings – including the installation of a card access system at the entrances (completed by Frontier Academy within our budget), transaction windows (pending funding), security 3M window film (75% complete/pending funding to complete remaining 25%), paging and annunciation systems (BEST application 2014/2015), and video surveillance (pending funding elementary/completed secondary). The Security Committee has evaluated the option of armed security.

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Deficiencies Associated with this Project:

Frontier Academy has an emergency alarm system in all three buildings that is consistent with state requirements. All administrators carry two-way radios at all times to maintain contact in all areas of the building and property. Panic button notifications are in each of our 3 front offices. At the elementary campus, the only annunciation system available into classrooms is through the phones. This speaker mode on each phone device is not loud enough to be heard when normal classroom activity is occurring. There is no intercom in the bathrooms, gymnasium, and drama room. There are ceiling speakers only in the hallways. Students and staff move about the building the entire day. Classes and activities held in the gymnasium and drama room usually contain a large amount of people. Adequate warning of any safety or security event is essential in those areas. Currently Frontier Academy has no way of warning people in the gym or drama room without a megaphone and an actual person walking over to that area of the building.

The secondary building was built specifically for Frontier Academy's growth and opened in 2000. The secondary campus has a more updated paging system. Ceiling speakers currently exist in each classroom and are utilized daily for the bell system and announcements. While the secondary system can make announcements and bell sounds, it is still considered rudimentary. The entire school is 'one zone' and there is no interactive volume and two-way feedback into the classrooms. The secondary classrooms do not have telephones. Any telephone is located in the teacher's offices adjacent to classrooms. In the event of any safety emergency, whether it is active shooter or a tornado, Frontier Academy cannot reach staff and students with critical information to respond. The volume on the proposed annunciation and paging system will be able to be adjusted based on the activity in the room. If the lunchroom is full of students, announcements can be made louder. Klaxons and strobes will be installed on the outside of all 3 buildings to make students and staff aware of an emergency if they are outside walking between buildings. The elementary campus has two buildings and the secondary campus holds classes in a separate auditorium that is shared with another school (in walking distance).

Proposed Solution to Address the Deficiencies Stated Above:

Frontier Academy invested in a new ESI phone system for the elementary campus in 2013. The phone system replaced outdated and donated phones that were utilized when the school was chartered. The new phone system works with analog (a regular telephone line by dialing '9' to make an outside phone call) and also with Session Initiation Protocol (SIP), a communications protocol that is widely used for managing multimedia communication sessions such as voice and video calls. In researching different brands that could potentially work with our existing ESI system, Valcom is the only solution that is both analog and SIP. The system can be fully integrated to our phone system and will allow future changes and integration with current and future technologies. Valcom is the only supplier that provides the functionality of a comprehensive annunciation system that is compatible with our ESI phone system.

Frontier Academy realizes that paging is just one of the needs of our school. A new paging system needs to be a part of an entire 'annunciation' system. This includes incorporating our Standard Response Protocol, which utilizes consistent vocabulary (lockout, lockdown, evacuate, shelter) in any given emergency scenario. The system we are hoping to integrate would work with our existing locking system, panic buttons, and create multiple activation points for whatever response is needed. A pre-recorded message for an evacuation could be activated from outside of the building, rather than a staff person announcing and repeating the announcement while still inside. The proposed system would also allow 'visual notification' so that announcements can be seen as well as heard. This would include exterior audio strobes and klaxons. Scope of work includes the following for all 3 buildings to create a uniform paging/annunciation system school wide:

- A. The Intercom System shall include intercom, audio paging, text-to-speech, and program distribution functions for distribution of schedules, emergency tones and messages via Intercom System speakers.
- B. The system shall be connected at the head-end, to Frontier Academy's phone system, to allow integration of the two systems.
- C. Tie-in and testing of the phone/intercom system tie-ins to allow paging by any phone, and answering of the assigned phones to call switch call-ins and main entry door switch activation.
- D. Furnish and install all necessary equipment, including but not limited to backboxes, specialty boxes, speakers, wall plates,

BEST FY2015-16 GRANT APPLICATION SUMMARIES

supports and enclosures.

E. Furnish and install all necessary structured cabling as needed from speakers and other IP equipment to IDF's or MDF, and provide for all network connectivity (i.e. fiber patch cables, Cat5e or Cat6 cable, etc.) for distribution of the intercom system.

F. Furnish all programming of the system (initial and final) and audio level adjustments (initial and final).

This will include installation of all Valcom rack mounted components into Frontier Academy's existing equipment server rack, connecting the Valcom controller to the existing common area paging, connecting the Valcom SIP interface to the existing ESI phone system, ceiling mount of the IP speakers in classrooms. This will also include pulling and terminating CAT-6 network cables to connect classrooms to the existing network switches, as well as configuring the Valcom communications server. Scope of work will also include testing the functionality of the system and training staff. Additional analog speakers that were previously purchased but not installed will be added to the restrooms. In addition, 2 audio gateways and other smaller purchase equipment items such as speakers, network switches, and racks will be purchased as necessary to complete the work. All areas are accessible via ceiling, so no demolition is anticipated.

How Urgent is this Project?

At the elementary campus, the only annunciation system available into classrooms is through the phones. This speaker mode on each phone device is not loud enough to be heard when normal classroom activity is occurring. There is no intercom in the bathrooms, gymnasium, and drama room. There are ceiling speakers only in the hallways. Students and staff move about the building the entire day. Classes and activities held in the gymnasium and drama room usually contain a large amount of people. Adequate warning of any safety or security event is essential in those areas. Currently Frontier Academy has no way of warning people in the gym or drama room without a megaphone and an actual person walking over to that area of the building.

The secondary building was built specifically for Frontier Academy's growth and opened in 2000. The secondary campus has a more updated paging system. Ceiling speakers currently exist in each classroom and are utilized daily for the bell system and announcements. While the secondary system can make announcements and bell sounds, it is still considered rudimentary. The entire school is 'one zone' and there is no interactive volume and two-way feedback into the classrooms. The secondary classrooms do not have telephones. All telephones are located in the teacher's offices adjacent to classrooms. School security has been on the agenda as a priority topic for many years, but since the shooting at Sandy Hook in December 2012, the Security Committee and our technology department have focused on ways to better protect our staff and students in the event of any emergency, including a viable threat to our campus. A Security Committee was formed in January 2013 to identify ways to create a safer environment for our staff and students. The committee formed a 3 phase plan which included facility improvements to all 3 buildings – including the installation of a card access system at the entrances (completed), transaction windows (pending funding), security 3M window film (75% complete/pending funding to complete remaining 25%), paging and annunciation systems (BEST application 2014/2015), and video surveillance (pending funding elementary/completed secondary). The Security Committee has evaluated the option of armed security.

Prior to December 2012, our school was not placing the protection and safety of our staff and students as a priority. Sandy Hook raised the awareness that we are not prepared for critical incidences. It caused everyone at Frontier Academy to say 'what if?' and to begin thinking pro-actively on emergency response and management.

How Does this Project Conform with the Public School Facility Construction Guidelines?

Frontier Academy strives to meet the standards outlined in the CDE Public School Facility Construction Guidelines. A new paging and annunciation system has been deemed a 'phase 2' project, with priority given first to front door security and controlled access (Articles 4.1.9.2 and 4.1.9.3). With those priorities completed with our own resources, we are ready to proceed with 'phase 2'.

The installation of a fully functional annunciation system at Frontier Academy will bring the school to compliance as stated in the CDE Public School Facility Construction Guidelines Article 4.1.9.5 – 'Event alerting and notification (EAN) system. An EAN system that utilizes an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications, and communication with local fire, police, and medical agencies during emergency situations.'

BEST FY2015-16 GRANT APPLICATION SUMMARIES

How Does the Applicant Plan to Maintain the Project if it is Awarded?

Frontier Academy has looked at different solutions to integrate with our existing ESI phone system. Valcom has guaranteed that their system will integrate seamlessly with our existing platform. The technological improvements proposed will be a one-time outlay of funds. Any system updates from Valcom are provided with the technology and are included with the purchase. Valcom's technology is structured to allow for future changes and integration with current and future technologies. There is no additional charge for updates, licensing, or training. All of these costs are included in the initial bid from RC Telecom.

Any additions or modifications necessary for future improvements will be allocated in the technology and security equipment line items of the Frontier Academy budget, which is reviewed and adopted annually in June.

If this application is for the Renovation, Expansion, Reconstruction or Replacement of an existing public school facility, describe the condition of the facility at the time it was purchased or construction and if the facility was not adequate as a public school at that time, provide the rationale for purchasing or constructing it in the manner in which you did:

Since 1997, Frontier Academy maintains a 30-year contract with Weld County School District 6. As a charter school, Frontier Academy is responsible for the cost of their facilities. Finding an affordable building to operate within was the 1st challenge in opening a charter school in 1997. Frontier Academy continues to finance all 3 buildings with bonds. While the idea of relocating the elementary school sounds appealing, the buildings that house Kindergarten through 5th grades are retrofitted to our needs and continue to be an affordable option for our charter school to operate. The secondary campus was built as a new school building by the academy and houses grades 6 through 12. The Kindergarten through 3rd grade building and the 4th/5th grade building were originally store front commercial buildings that were made available to Frontier Academy in 1997 for the most reasonable cost.

Current Grant Request:	\$41,927.00	CDE Minimum Match %:	46
Current Applicant Match:	\$35,715.60	Actual Match % Provided:	46
Current Project Request:	\$77,642.60	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Is this a Statutory Waiver?	No
Previous Matches:	\$0.00	Will this Project go for a Bond?	No
Future Grant Requests:	\$0.00	Per Pupil Allocation to Cap Reserve:	\$220.00
Total Project Costs:	\$77,642.60	Escalation %	10
Affected Sq Ft:	126,000	Historical Adverse Effect?	No
Affected Pupils:	1,566	Does this Qualify for HPCP?	No
Cost Per Sq Ft:	\$1	Is a Master Plan Complete?	No
Cost Per Pupil:	\$50	Who owns the Facility?	3rd Party
Sq Ft Per Pupil:	80	Does the Facility have Financing?	No
Source of Match Detail:		Who will the Facility Revert to if the School Ceases to Exist:	
General Fund		The facility goes to authorizer Weld County School District 6.	

District FTE Count:	Bonded Debt Approved:
Assessed Valuation:	Year(s) Bond Approved:
PPAV:	Bonded Debt Failed:
Unreserved Gen. Fund FY12-13:	Year(s) Bond Failed:

BEST FY2015-16 GRANT APPLICATION SUMMARIES

Median Household Income:	Outstanding Bonded Debt:
Free Reduced Lunch %:	Total Bond Capacity:
Existing Bond Mill Levy:	Bond Capacity Remaining:
Five Year Change in Buildings to Current Revenues %:	11.16
Governmental Revenues to Buildings + Construction in Progress (CIP) %:	137.06
Long-Term Debt Associated with Capital Assets to Total Long-Term Debt %:	100
Charter School Capital Construction Funding:	\$244,018.00



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February 26, 2015

Colorado Department of Education
Mr. Jay Hoskinson, Regional Program Manager
Office of Capital Construction

Re: Frontier Academy BEST Grant Application

Mr. Hoskinson,

Please consider this letter satisfaction of the following requirement, 'As part of the grant submittal packet the charter school must include a letter, from their authorizer, indicating the authorizer's position on the application, pursuant to 22-43.7-109(3) C.R.S.'.

Weld County School District 6 supports the efforts of Frontier Academy Charter School in applying for a new paging/annunciation system via the Colorado BEST Grant Program.

Frontier Academy obtained the signature of Wayne Eads, School District Superintendent, and Roger DeWitt, District 6 School Board President in the BEST grant application.

Thank you,

Wayne Eads,
Interim Superintendent



DIVISION OF PUBLIC SCHOOL
CAPITAL CONSTRUCTION ASSISTANCE

MAY 2015
