

BEST ¹⁰ YEARS

BUILDING EXCELLENT SCHOOLS TODAY

MAY 2020



SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2020-21 GRANT APPLICATIONS
RECEIVED FEBRUARY 24, 2020



SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2020-21 GRANT APPLICATIONS

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CAPITAL CONSTRUCTION UNIT BUILDING EXCELLENT SCHOOLS TODAY (BEST)

Capital Construction Assistance Board Members

Scott Stevens (Chair)	Executive Director of Construction – Bond Program / Boulder Valley School District
Jane Crisler (Vice Chair)	K-12 Market Leader : Historic Preservation : Associate / Eppstein Uhen Architects
Brian Amack	Director of Technology / Morgan County School District Re-3
Allison Pearlman	Manager, Design & Construction / Aurora Public Schools
Denise Pearson	Former Superintendent / Elbert County School District C-2
Brett Ridgway	Chief Business Officer / District 49
Matthew Samelson	Director of Special Projects / Donnell-Kay Foundation
Michael Wailes	School Board Member / Weld County RE-5J School District
Cyndi Wright	Chief Operating Officer / Sheridan School District 2

Division Staff

Andy Stine	Director of Capital Construction
Angel Garcia	Program Assistant
Meg Donaldson	Regional Program Manager (Southwest)
Cheryl Honigsberg	Regional Program Manager (<i>Southeast & Central</i>)
Jay Hoskinson	Regional Program Manager (<i>Northeast</i>)
Julia Fitzpatrick	Regional Program Manager (<i>Northwest</i>)
Dustin Guerin	Supervisor, Statewide Facility Assessment
Tim Cissell	Regional Facility Assessor (<i>Southeast</i>)
Sean Donahue	Regional Facility Assessor (<i>Central</i>)
Steve Fagan	Regional Facility Assessor (<i>Northeast</i>)
Mark Hillen	Regional Facility Assessor (<i>Southwest</i>)
John Huerta	Regional Facility Assessor (<i>Central</i>)
Josh Jones	Regional Facility Assessor (<i>Central</i>)
Mark Kimmett	Regional Facility Assessor (<i>Central</i>)
Lucas Wade	Regional Facility Assessor (<i>Northwest</i>)

BEST FY2018-19 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. Waiver Evaluation Sheets will be collected after each grant review.

Decision Making

After each grant applicant presents the CCAB will make a public motion to move, or not move, a grant project to the recommendation shortlist. Once all grants have been reviewed the final prioritized list will be generated.

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 discussions should remain focused on the grant application proposals and the information provided by the grant applicant and staff.

Openness / Conflict

Members are encouraged to share relevant issues. Each individual's input is valued. Each member shall manage conflict effectively.

Critique

Each member shall take their work seriously, provide meaningful feedback on their evaluation tools, 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, HB08-1335 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 (and future amendments):

- 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;
- Provided funding to the Assistance Fund for capital construction projects addressing health & safety, technology, overcrowding, and other;
- Provided for technical assistance to school districts, charter schools, BOCES, and the CSDB.

Revenues supporting the Assistance Fund consist 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.

For the FY2020-21 BEST grant cycle, BEST received 69 applications totaling \$1.1 billion requesting \$597 million in State funds and providing \$506 million in matching funds. Individual grant amounts have been revised through staff review. 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 and attachments summarize all of the applications submitted and provides additional data to assist with evaluation of the applications.

Division staff have read each application and completed a thorough review process to evaluate scope, budget, proposed solution, conformance with Public School Facility Construction Guidelines (established by the CCAB), and alignment with statewide assessment findings. Staff comments have been incorporated into the board's scoring tool.

Section 6.2 of the BEST Rules requires 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, and projects that are designed to incorporate technology into the educational environment.
 - As used in this subsection, "technology" means hardware, devices, or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher.
 - 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 will provide career and technical education capital construction in public school facilities; and
- 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.

NOTE: Due to social distancing requirements aimed at reducing the spread of COVID-19 the review process outlined below is subject to change and modification.

Grant Applicant Review Process:

Applications will be reviewed in the order provided, organized by project type, then alphabetically by county, then applicant name. The applicant's photos will be projected during the project discussions.

Applicants may have the opportunity to present their project to the CCAB. Each presentation will be limited to two minutes. Team members knowledgeable about the project request should be available to answer questions pertaining to the grant application.

Individual Grant Application Review:

- 1) When a grant is up for review, the Director will call on Division staff and the grant applicant to present.
- 2) The Director will introduce the project (applicant name & project title), then ask the presenters to introduce themselves.
- 3) The presenters will be given a two-minute window to present to the CCAB:
 - The presentation should include any items the applicant wishes to highlight or 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 CCAB discussion.
- 5) After all questions have been answered, each CCAB member will complete scoring for the application.
- 6) The CCAB will then vote on moving the project to the recommendation shortlist.
 - NOTE: Moving an application to a funding recommendation shortlist does not guarantee the application will be awarded. See below for the shortlist prioritization procedure.
 - If a project that has a waiver is not voted to the shortlist, the waiver will not be reviewed.
- 7) If an application is voted to the shortlist and 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.
 - NOTE: Statutory waivers (waivers to prevent exceeding maximum available bonding capacity) will automatically be approved; a waiver evaluation will not be needed.
 - The Board Chair will entertain a motion to approve the applicant's waiver request:
 - An applicant whose waiver request is denied is still eligible to receive a grant.

- 8) This process will be repeated until all applications have been reviewed.
- 9) Upon completion of all application reviews, Division staff will complete the recommended shortlist.

Review of Prioritized Grant Applications:

- After compiling the scores and assigning recommended funding sources (cash or lease/purchase), Division staff will present the CCAB with the results of the shortlisted grant application evaluations.
 - The shortlisted projects will be sorted by their identified statutory need – priority 1, 2, or 3.
 - Projects will be prioritized by their evaluation score, as determined by the average overall CCAB score among voting members, with any ties broken by an additional ranking by each member.
 - In the event of any remaining ties in scoring, the board will break the tie with a vote.
- The CCAB will review the prioritized list and make any final remarks.
- A funding line will be drawn at the set amount of available funding (State share), which the CCAB will review, and then make a final motion to approve the list. The prioritized list may include backup projects to be awarded in the event a higher ranked project fails to secure matching funds.
- The CCAB review will yield a prioritized list of projects to submit to the State Board of Education (SBE) for approval. The prioritized list will 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 SBE may approve, disapprove, or modify the provision of financial assistance for any project recommended by the CCAB if the SBE concludes that the CCAB misapplied the prioritization criteria in the statute. If the SBE concludes that the CCAB misapplied the prioritization criteria in the statute, then the SBE shall specifically explain its reasons for finding that the CCAB misapplied the prioritization criteria in writing.
- Once the list is approved, on behalf of the SBE, division staff will then present all projects identified as potential for lease/purchase funding to the Capital Development Committee (CDC). If the CDC concludes that the inclusion of one or more of the projects on the list will unreasonably increase the cost of providing financial assistance that involves lease/purchase agreements for all of the projects on the list, the list will be resubmitted with modifications. At that time the CDC may disapprove of any single project on the list.
- The above is intended to be only 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
- BEST Grant Priority Guidelines
- Map of Participating Applicants
- Example of a BEST Grant Application Evaluation Tool
- School District Minimum Matching Calculation
- Charter School Minimum Matching Calculation
- 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" has the same meaning as set forth in § 24-30-1301 (2); C.R.S. except that the term also includes technology, as defined in § 22-43.7-109 (5)(a)(I)(B)
- 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.
- 1.14. "Eligible Charter School" means a qualified charter school that is eligible for the Loan Program as defined in § 22-30.5-408(1)(c) C.R.S. and authorized to receive financial assistance pursuant to 22-43.7-103(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, with the support of the Division and subject to the approval of the State Board and the lessor of the property, may provide financial assistance as specified in this section to an applicant that is operating or will operate in the next budget year in a leased facility that is:
 - 2.3.1.Listed on the state inventory of real property and improvements and other capital assets maintained by the Office of the State Architect pursuant to § 24-30-1303.5, C.R.S.; or

- 2.3.2.State-owned property leased by the State Board of Land Commissioners, described in § 36-1-101.5, C.R.S., to the applicant.
- 2.3.3.An award of financial assistance must be used to preserve or enhance the value of state-owned, leased property.
- 2.4. The Board may only provide financial assistance for a capital construction project for a public school in existence for at least three years at any time before the Board receives an application for financial assistance.
- 2.5. 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, § 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 § 22-30.5-104 or an Institute Charter School as that term is defined in § 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, utility cost savings associated with any utility costs-savings contract, as defined in § 24-30-2001 (6), 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.If deemed relevant by the applicant, a statement of the applicant’s annualized utility costs, including electricity, natural gas, propane, water, sewer, waste removal, telecommunications, internet, or other monthly billed utility services, and the amount of any reduction in such costs expected to result if the applicant receives financial assistance;

5.2.9.A copy of any existing Master Plan or facility assessment relating to the facility(ies) for which Financial Assistance is sought;

5.2.10. Any other information that the Board may require for the evaluation of the project;

5.2.11. An Application from a School District shall include signatures of the Superintendent and a District Board Officer;

5.2.12. An Application from a Charter School shall include signatures of the District Superintendent, School Board Officer, and the Charter School Director;

5.2.13. An Application from an Institute Charter School shall include signatures of the Charter School Institute Director and the Institute Charter School Director;

5.2.14. An Application from a Board of Cooperative Educational Services shall include signatures of the BOCES Director and a BOCES Board Officer;

5.2.15. 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 § 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 Financial Assistance Priority Assessment, conducted pursuant to § 22-43.7-108 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, and projects that are designed to incorporate technology into the educational environment

6.2.2. As used in § 22-43.7-109(5)(a)(1), "technology" means hardware, devices, or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher.

6.2.2.1. 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.

6.2.3. 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, 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 may make a motion to authorize up to 5% 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 local matching dollars, Colorado State Land Board, School Trust Lands, the Colorado Lottery, and excise taxes." with modifications if waived in writing by the Division.

9. Technical Consultation

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

DEPARTMENT OF EDUCATION

Division of Public School Capital Construction Assistance

PUBLIC SCHOOL FACILITY CONSTRUCTION GUIDELINES

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/ASA S12.60-2010/ Part 1, Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1 Permanent Schools
 - 3.1.5. International Code Council's International Plumbing Code (2015) amended by Rules and Regulations of the Colorado State Plumbing Board 3 CCR 720-1, 2016-4-1
 - 3.1.6. National Fire Protection Association (NFPA) 70: National Electrical Code (2014).
 - 3.1.7. National Fire Protection Association (NFPA) 13: Standard for the Installation of Sprinkler Systems, 2013 Edition
 - 3.1.8. National Fire Protection Association (NFPA) 72: National Fire Alarm and Signaling Code, 2013 Edition.
 - 3.1.9. National Fire Protection Association (NFPA) 80: Standard for Fire Doors and Other Opening Protectives, 2016 Edition
 - 3.1.10. ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality (2013).
 - 3.1.11. Colorado Department of Public Health and Environment which references Air Quality, Hazardous Waste, Public and environmental health, Radiation Control, Solid Waste and Water Quality.
 - 3.1.12. International Fire Code (IFC) – 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.), including Appendices B and C.
 - 3.1.13. International Mechanical Code - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)
 - 3.1.14. International Energy Conservation Code (IECC) - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)
 - 3.1.15. International Existing Building Code – 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)
 - 3.1.16. 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 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.

4.1.2 **Classroom Acoustics.** To address issues of reverberation time and background noise in classrooms refer to ANSI/ASA S12.60-2010/ Part 1, American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools.

4.1.3 **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).

4.1.3.1 - Low slope roofing systems:

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

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

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

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

4.1.3.1.5- 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.

4.1.3.2 - Steep slope roofing systems:

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

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

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

4.1.3.2.4- Slate - ¼” minimum thickness, 50 year spec. UL Class A.

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

4.1.4 Electrical Systems – Power Distribution and Utilization. Safe and secure electrical service and distribution systems shall be designed and installed to meet the National Electrical Code (NEC, NFPA 70); edition as enforced by the Colorado State Buildings Programs (SBP), unless otherwise more stringent based on local Authority Having Jurisdiction (AHJ), and ANSI/ASHRAE/IES Standard 90.1-2013 “Energy Standard for Buildings Except Low-Rise Residential Buildings”.

4.1.4.1 – 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).

4.1.4.2 - 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.

4.1.5 Lighting Systems. Lighting systems shall be designed and installed to achieve appropriate lighting levels utilizing energy-efficient lighting fixtures and energy-saving automatic and manual control systems.

4.1.5.1 - Lighting systems shall be designed and installed to meet the National Electrical Code (NEC, NFPA 70) edition as enforced by the Colorado State Buildings Programs (SBP), unless otherwise more stringent based on local Authority Having Jurisdiction (AHJ).

4.1.5.2– Illuminance levels shall meet the requirements for applicable spaces as recommended within in the Illuminating Engineering Society (IES) Handbook, and dictated by the Rules and Regulations Governing Schools in the State of Colorado 6 CCR 1010-6.

4.1.5.3– Lighting power density shall not exceed the values indicated in ANSI/ASHRAE/IES Standard 90.1-2013.

4.1.5.4 - Lighting Control Systems shall be provided to comply with ANSI/ASHRAE/IES Standard 90.1-2013.

4.1.6 Mechanical Systems – Heating, Ventilation, and Air Conditioning (HVAC). Safe and energy efficient mechanical systems shall be designed and installed to provide proper ventilation, and maintain the building temperature and relative humidity, while achieving appropriate sound levels.

4.1.6.1– Mechanical systems shall be designed and installed to meet the International Mechanical Code, International Fuel Gas Code, International Building Code, and other Codes as adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507.

4.1.6.2 - Healthy building indoor air quality (IAQ) shall be provided through the use of the mechanical heating, ventilation and air conditioning (HVAC) systems, or by operable windows, and by reducing air infiltration and water penetration with a tight building envelope, in compliance with the enforced International Building Code and ASHRAE Standard 62. 1- 2013.

4.1.6.3 - Mechanical systems shall comply with: ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality, ASHRAE Standard 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.

4.1.6.4 Sound levels due to mechanical equipment shall comply with Occupational Safety & Health Administration Standard 1910.95 and ANSI/ASA Standard S12.60-2010 Part 1 for acoustical considerations within school facilities.

- 4.1.7 **Plumbing Systems** - Waste Water, Storm water, Domestic Water and Plumbing Supporting HVAC shall be in compliance with Division of Fire Prevention and Control in 8 CCR1507 and the Colorado Department of Health & Environment regulations.
- 4.1.8 **Fire Protection Systems.** Building fire detection, alarm and emergency notification systems in all school facilities shall be designed in accordance with State requirements. Exceptions where code required systems are not mandatory and the occupancy classification according to the International Building Code 2015 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 and the adopted Fire Code.
- 4.1.8.1 - Types of fire alarm notifications systems.
- 4.1.8.1.1– Internal audible and visual alarms.
- 4.1.8.1.2– External alarm monitoring and dispatch via internet / modem, telephone, radio, or cellular monitoring systems.
- 4.1.8.2 - Automatic Sprinkler Systems in Group E Occupancy a sprinkler system shall be provided as noted in the adopted Fire Code. Refer to the adopted Fire Code for exceptions.
- 4.1.8.2.1 All Group E fire areas greater than 12,000 square feet in area.
- 4.1.8.2.2 Throughout every portion of educational buildings below the lowest level of exit discharge serving that portion of the building.
- 4.1.8.3 - Types of Fire Protection Water Supplies.
- 4.1.8.3.1- Fire hydrants.
- 4.1.8.3.2- Static fire water storage tanks.
- 4.1.9 **Means of egress.** A continuous and unobstructed path of vertical and horizontal egress travel from any occupied portion of a building or structure to a *public way*. A means of egress consists of three separate and distinct parts: the exit access, the *exit* and the *exit discharge*. Reference 2015 International Building Code, Chapter 2, Definitions. A building code analysis shall be conducted to determine all code requirements.
- 4.1.10 **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.
- 4.1.10.1 - 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.
- 4.1.10.2 - 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.
- 4.1.10.3 - 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.

4.1.11 **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.

4.1.11.1 - Video Management Systems (VMS).

4.1.11.1.1 - Cameras. Video 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, with color CCD, day-night operation and supplemental IR illuminators and environmental accessories as required for application. Cameras should support motion activation, digital zoom and focus, and standard video compression. Fixed and pan-tilt-zoom (PTZ) cameras shall be considered to meet requirements. Consideration shall be given to cameras with integral audio microphones.

4.1.11.1.2 - Monitoring & Recording Systems. - A central video management system should be capable of monitoring live feeds from multiple cameras from a central location and remote locations, recording all video, searching and reviewing recorded video, and exporting video to portable digital media. A minimum of 30 days of storage of all videos at 15fps (frames per second) is required.

4.1.11.2 - Controlled Access.

4.1.11.2.1 - General Requirements

4.1.11.2.1.1 - 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.

4.1.11.2.1.2 - 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.

4.1.11.2.1.2.1 - 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.

4.1.11.2.1.3 - 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.

4.1.11.2.1.4 - 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.

4.1.11.2.1.5 - 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.

- 4.1.11.2.1.6 - Door hinges should have non-removable pins.
- 4.1.11.2.1.7 - Door frames should be constructed of pry-proof material.
- 4.1.11.2.1.8 - Armored strike plates shall be securely fastened to the door frame in direct alignment to receive the latch easily.
- 4.1.11.3 - Automated Locking Mechanisms.
 - 4.1.11.3.1.1 Use of automated locking mechanisms (electronic access control) should be considered for exterior doors identified for entry and select interior doors associated with the main entry vestibule.
 - 4.1.11.3.1.2 Acceptable automated electronic access control systems include RF-based proximity credential readers and biometric scanning devices. If the electronic access control systems are to be utilized the following shall apply:
 - 4.1.11.3.1.2.1 - School personnel may be issued credentials for authenticating their identity in order to maintain efficient access to school facilities.
 - 4.1.11.3.1.2.2 Students are not necessarily expected to carry electronic access control credentials. During normal arrival times, electronic locking systems may be disengaged via a timer while entries are monitored by school personnel.
 - 4.1.11.3.1.2.3 All exterior doors shall utilize door position switches to notify staff of open doors and eliminate “door propping”.
 - 4.1.11.3.1.2.4 Doors utilizing electronic access controls shall “fail secure” from the unsecure side. Free egress shall not be inhibited from the secure side in any scenario.
- 4.1.11.4 Manual Locking Devices
 - 4.1.11.4.1 Use of a manual locking mechanism, such as traditional cylinder and key locks, should be provided for all interior doors requiring access control.
 - 4.1.11.4.2 Manual and Electronic access control should not be used on the same door.
- 4.1.11.5 Emergency Lockdown
 - 4.1.11.5.1 All exterior doors shall be able to be quickly and automatically secured from a position of safety (Administrative desk, Principal’s office, etc) without traveling to each individual exterior door.
 - 4.1.11.5.2 Interior doors to occupied spaces shall be capable of quickly being secured from the inside by school personnel. Locking of doors may be done via manual deadbolt or automatic locking mechanism. Locking mechanism shall 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.
- 4.1.11.6 Intrusion Detection

4.1.11.6.1 A system shall be put in place to identify, alarm, and notify authorities in the case of unauthorized entry.

4.1.11.7 Alarm System

Passive infrared (PIR) sensors shall be located interior to all building entries to monitor human movement.

4.1.11.7.1.1 – An alarm keypad shall be located at selected building entries to arm and disarm the intrusion detection system.

4.1.11.7.1.2 – A manual alarm device shall be located in a position of safety (Administrative desk, Principal's office, etc.) to force intrusion detection system into alarm status.

4.1.11.7.1.3 – The intrusion detection shall notify local authorities or monitoring company upon alarm status.

4.1.11.8 Security Integration

4.1.11.8.1 The Video Management System (VMS), Access Control System, and Intrusion Detection System may be components of an integrated security solution.

4.1.11.9 - Main Entry Physical Security

4.1.11.9.1 - 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.

4.1.11.9.2 - Video based entrance intercom 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).

4.1.11.9.2.1 - Video based 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.

4.1.11.9.3 - 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).

4.1.11.10 - 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.

4.1.11.11 - Secure sites should include the following:

4.1.11.11.1 - Locations to avoid.

4.1.11.11.2 - Location of utilities.

- 4.1.11.11.3 - Roof access.
 - 4.1.11.11.4 - Lighted walkways.
 - 4.1.11.11.5 - Secured playgrounds.
 - 4.1.11.11.6 - Bollards at main entrances and shop areas with overhead doors.
 - 4.1.11.11.7 - Signage.
- 4.1.12 **Health code standards.** Schools, including labs, shops, vocational and other areas with hazardous substances shall conform to the Department Of Public Health and Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.
- 4.1.13 **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 Department Of Public Health And Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.
- 4.1.14 **Health care room.** A separate health care room shall be provided and shall comply with the Department Of Public Health and Environment, Division of Environmental Health and Sustainability, 6 CCR 1010-6 Rules and Regulations Governing Schools in the State of Colorado.
- 4.1.15 **A site that safely separates pedestrian and vehicular traffic and is laid out with the following guidelines:**
- 4.1.15.1 - 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.
 - 4.1.15.2 - When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking.
 - 4.1.15.3 - 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.
 - 4.1.15.4 - Provide well-maintained sidewalks and a designated safe path leading to the school entrance(s).
 - 4.1.15.5 - 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.
 - 4.1.15.6 - Facilities should provide bicycle access and storage if appropriate.
 - 4.1.15.7 - Fire lanes shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 or the local fire department. Local fire department must adhere to the codes adopted by DFPC.

4.1.15.8 - Playgrounds shall comply with the ICC A117.1-2009 Accessible and Usable Buildings and Facilities and shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30.

4.1.16 Severe weather preparedness.

4.1.16.1 - Designated emergency shelters shall conform to all applicable codes adopted by the Colorado Division of Fire Prevention and Control in 8 CCR 1507-30 and ICC 500.

4.2 Technology, including but not limited to telecommunications and internet connectivity technology and hardware, devices or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher..

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 shall be supplied 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 shall be provided.

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 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.

4.2.6.1 Applicable Standards. The design and installation of technology systems shall comply with:

4.2.6.1.1 ANSI/TIA/EIA-568-C

4.2.6.1.2 ANSI/TIA/EIA-569

4.2.6.1.3 ANSI/TIA/EIA-606-B

4.2.6.1.4 ANSI/TIA/EIA-607-B

4.2.6.1.5 ANSI/BICSI 001-2009, Information Transport Systems Design Standard for K-12 Educational Institutions.

4.2.7 Telecom Equipment Rooms

4.2.7.1 - Uninterruptible power supplies (UPS). Telecom Rooms (TRs) and Equipment Rooms (ERs) shall be provided with UPS equipment to provide continuous clean power to communications systems for a minimum of 90 minutes.

4.2.7.2 - Generators. A backup generator shall be considered for providing backup power to telecommunications systems if backup power is required beyond 9 minutes, or if the generator is already located for other purposes.

4.2.7.3 - Heating, Ventilation and Air Conditioning (HVAC). Mechanical equipment shall be used to accommodate heating loads within TRs and ERs. Ventilation-only systems may be used in spaces with limited equipment, active cooling systems should be considered for larger rooms. Maintained space temperatures shall target 65 degrees F. peak space temperatures shall not exceed 90 degrees F.

4.2.7.3.1 Direct evaporative cooling systems shall not be used, due to lack of control on humidity levels.

4.2.7.4 - Alarms shall be provided to notify assigned school personnel if environmental conditions approach or exceed bounds of operational conditions.

4.2.8 Connectivity standards.

4.2.8.1 - Wireless. Data cabling shall be planned to support appropriately spaced multiple-antenna wireless networking infrastructure allowing for wireless access points to support expected quantity of connected devices and required bandwidth. Support for 802.11b/g/n, 802.11ac, and/or newer protocols are recommended.

4.2.8.2 - Wired.

4.2.8.2.1 - Cabling. All new runs of copper data cable should be Category 6 cable or newer standards. Any data outlet should be supplied by two cables. Unshielded twisted pair (UTP) shall be used unless local conditions warrant otherwise.

4.2.8.2.2 - Telecom Rooms (TRs) and Equipment Rooms (ERs). TRs and ERs shall be connected by conduit and a combination of copper and fiber optic cable to allow for maximum data performance and upgradeability.

4.2.8.2.3 - TR to classroom. Classrooms should have a data outlet on the wall at the front and back of the room at a minimum for network/ internet access. Additional cabling may be warranted for security, audiovisual and special systems purposes.

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

4.2.8.2.5 - TR to common areas, auditorium, and cafeteria. Common areas should contain data outlets located as required to support program and curriculum requirements.

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)	
"Gymnasium"	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')
- "Gymnasium" 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 The Department of Personnel and Administration, Office of the State Architect has determined the following three guidelines as meeting the High Performance Certification Program (HPCP) requirements per C.R.S.24-30-1305.5; the U.S. Green Building Council, Leadership in Energy and Environmental Design – New Construction (USGBC LEED™-NC) guideline with Gold as the targeted certification level; and the Green Building Initiative (GBI), Green Globes guideline with Three Globes the targeted certification level; and for the Colorado Department of Education, K-12 construction, the Collaborative for High Performance Schools (US-CHPS) is an optional guideline with Verified Leader as the targeted certification level.

4.4.1.2 – LEED, or Leadership in Energy and Environmental Design (for schools) is a globally recognized symbol of excellence in green building.

4.4.1.2.1 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.

4.4.1.2.2 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.

4.4.1.3 United States Collaborative for High Performance Schools (US-CHPS). US-CHPS reflects the three priority outcomes of the Core Criteria. These are, in order of importance.

4.4.1.3.1 Maximize the health and performance of students and staff.

4.4.1.3.2 Conserve energy, water and other resources in order to save precious operating dollars.

4.4.1.3.3 Minimize material waste, pollution and environmental degradation created by a school.

4.4.1.3.4 The CHPS National Technical Committee has weighted the available point totals for prerequisites and credits in seven categories to reflect these three priorities.

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.

4.4.4.4.5- Commissioning, retro commissioning and re-commissioning.

4.4.4.4.5.1- 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.

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

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

4.4.4.4.6- Measurement and verification.

4.4.4.4.6.1 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.

4.4.4.4.7- Landscaping

4.4.4.4.7.1 Irrigation: Consider water management which could include reducing storm-water run-off, preventing erosion and decreasing the effects of soil expansion.

4.4.4.4.7.2 Plant Materials: Consider Native materials, Xeriscaping.

4.4.4.4.7.3 Grass/ Sod Areas: Consider use of grass/ sod areas, consider water use, alternate options if planting sports fields.

4.4.4.4.8– Permitting

4.4.4.4.8.1 Application for public school construction projects permits can be made at the DFPC website, www.colorado.gov/dfpc > Sections > Fire & Life Safety > Permits and Construction > School Construction.

4.4.4.4.8.2 If a local building department has entered into a memorandum of understanding (MOU) with DFPC, that local building department is considered a Prequalified Building Department (PBD). A School District may, at its discretion, choose to apply for permit through DFPC or the PBD that has jurisdiction of construction projects for the location of the school construction project. The list of PBD's is available on the DFPC website, School Construction.

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:

CRS 22-43.7-109

(5) The 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) (A) Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment.

(B) As used in this subsection (5)(a)(I), "technology" means hardware, devices, or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher.

(II) 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.

Potential Projects

- Molds and fungi abatement
- Major structural hazards
- Threatening electrical
- Threatening HVAC, boiler, plumbing, indoor air quality hazards
- Potable water hazards
- Asbestos testing and abatement (friable) and being disturbed
- Roof repairs and replacement - with leaks causing damage to the facility
- Proper chemical storage
- Fire alarms
- Fire sprinklers
- Lead abatement
- Exterior door monitoring
- Master key and/or card systems for doors
- Equipment for surveillance and security
- Underground fuel tank removal and replacement
- Radon remediation
- Exit and emergency lighting
- Upgrade technology infrastructure
- Hardware, devices, and equipment for instructional use
- Other health, safety, security hazards or technology needs

(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;

Potential Projects

- Eliminate modulars
- Reduce existing overcrowding
- Reduce the number of students per classroom
- Other

(b.5) Projects that will provide career and technical education capital construction in public school facilities; and

Potential Projects

- New construction or retrofitting of public school facilities for certain career and technical education programs; and
- Equipment necessary for individual student learning and classroom instruction, including equipment that provides access to instructional materials or that is necessary for professional use by a classroom teacher.

(c) Repealed.

(d) All other projects. *(While these projects could be considered a health, safety or security concern in certain circumstances, they may not necessarily pose an imminent concern during this application period)*

Potential Projects

- Improve temperature control and indoor air quality
- Air conditioning for convenience
- Additional space for new program(s)
- HVAC repairs, replacement and new installation for scheduled maintenance
- Plumbing fixture upgrades for water savings
- Upgrading the electrical systems to meet current energy codes, reduce energy or increase service
- Provide proper acoustics to reduce noise
- Roof repairs or replacement - due to age or regular scheduled maintenance (no leak issues)
- ADA or code upgrades when not required
- Window and door replacement for energy savings
- Insulation for temperature control
- Addition of energy saving windows to increase natural light and reduce lighting costs
- Asbestos abatement (friable but non-disturbed)
- Asbestos abatement (non-friable)
- Caulking to reduce air infiltration
- Reduce energy costs
- Exterior entry vestibules for ice, snow and wind costs
- Grading to improve site drainage

- Upgrade ceiling, wall and floor finishes
- Increase storage for better organization
- Lighting upgrades
- Parking lot paving
- Playground or athletic field improvements
- Other

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, and projects that are designed to incorporate technology into the educational environment. See glossary for definition of "technology".				
Priority 2	This application will relieve current 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 will provide career and technical education capital construction in public school facilities.				
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>(Evaluator Comments & Notes)</i>					
Grant Application Scoring Key					
Incomplete 0	Strongly Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Strongly Agree 5
<i>Review each section below and provide a score for each question based on your review of the application. Provide comment for scores of 1 or 2. Comments for scores of 3, 4 or 5 are optional.</i>					
Conditions of the Entire Public School Facility					
Division FCI Comments:					
Division Requirement Comments:					
Evaluator Review of Conditions of the Entire Public School Facility					Score 0-5 for Each
The Facility Condition Index (FCI) from the statewide facility assessment, or an assessment provided by the applicant, supports the scope of the proposed project.					
The requirements noted in the statewide assessment or assessment provided by the applicant, support the deficiencies that are being identified?					
The due diligence performed by the applicant supports the scope of the project.					
Total out of 15:					
<i>(Evaluator Comments & Notes)</i>					
Financial Capacity					

Division Comments:			
Evaluator Review of Financial Capacity			Score 0-5 for Each
The applicant has made efforts to leverage available resources to enhance their financial contribution to the project or provide cost efficiencies to the project.			
The applicant is contributing a suitable amount towards the capital needs of their facilities.			
Total out of 10:			
<i>(Evaluator Comments & Notes)</i>			
Project Proposal			
Division Comments:			
Evaluator Review of Project Proposal			Score 0-5 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.			
The project complies with the BEST Construction Guidelines.			
Total out of 25:			
<i>(Evaluator Comments & Notes)</i>			
Other Application Considerations			
Division Comments:			
Evaluator Review of Other Application Considerations			Score 0-5 for Each
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 or has identified a reasonable alternative.			YES (5) NO(1)
Total out of 15:			
<i>(Evaluator Comments & Notes)</i>			
Grand Total of All Scores (out of 65):			
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			

The BEST Grant requires each applicant to provide a local contribution to the project in the form of a match. To determine the financial capacity for a school district, a match percentage is calculated annually using criteria identified in 22-43.7-109(9)(a) C.R.S. The range of all school district matching percentages is normalized so the statewide average is approximately 50%. Below is a guide explaining how school district minimum match percentages are calculated. The following criteria are considered when determining the applicant's minimum matching percentage:

- Per pupil assessed valuation;
- The district’s median household income (using the most current census data);
- Percentage of pupils eligible for free or reduced cost lunch;
- Current bond mill levy;
- Unreserved general fund balance;
- Current bond capacity remaining;
- Bond election failures and successes in the last 10 years.

The per pupil assessed valuation, district median household income, percentage of pupils eligible for free or reduced cost lunch, current bond mill levy, unreserved general fund balance, and current bond capacity remaining for each school district are individually sorted and assigned a number 1-178. The number represents the school district’s rank relative to the statewide average for any given criteria.

Example: 1

District	PPAV	Rank PPAV	Household Income	Rank Household Income	FRED	Rank FRED	Bond Mill Levy	Rank Bond Mill Levy	Unreserved General Fund Balance	Rank Unreserved General Fund Balance	Bond Capacity Remaining	Rank Bond capacity Remaining
A	\$100,000	30	\$30,000	67	79%	7	4.2	34	\$350,000	35	\$1,000,000	92
B	\$ 79,000	11	\$40,000	172	34%	89	11	4	\$700,000	98	\$20,000	2
C	\$217,000	107	\$25,000	8	25%	114	0	80	\$1,500,000	120	\$12,000,000	114

After each criterion is assigned a rank, the rank is then multiplied by a normalization factor and a weighting factor to produce a matching percentage for that individual criterion.

The normalization factor is used to cap the overall matching requirement at 100% and generate a statewide average of 50%. To achieve this, 100 is divided into 178 to produce a normalization factor of .5618.

The Weighting factor is used to assign a specific weight to each statutory criterion.

Example: 2

District	Rank PPAV	PPAV Normalized and Weighted at 5%	Rank Household Income	Household Income Normalized and Weighted at 15%	Rank FRED	FRED Normalized and Weighted at 20%	Rank Bond Mill Levy	Bond Mill Levy Normalized and Weighted at 20%	Rank Unreserved General Fund Balance	Unreserved General Fund Balance Normalized and Weighted at 20%	Rank Bond capacity Remaining	Bond capacity Remaining Normalized and Weighted at 20%
A	30	3%	67	4%	7	1%	34	4%	35	5%	92	13%
B	11	1%	172	10%	89	5%	4	1%	98	14%	2	1%
C	107	6%	8	1%	114	6%	80	9%	120	17%	114	16%

All the individual criteria percentages are then combined to arrive at a minimum matching requirement for those specific criteria.

Example: 3

District	PPAV Normalized and Weighted at 5%	Household Income Normalized and Weighted at 15%	FRED Normalized and Weighted at 20%	Bond Mill Levy Normalized and Weighted at 20%	Unreserved General Fund Balance Normalized and Weighted at 20%	Bond capacity Remaining Normalized and Weighted at 20%	Combined Criteria Percentages
A	3%	4%	1%	4%	5%	13%	30%
B	1%	10%	5%	1%	14%	1%	32%
C	6%	1%	6%	9%	17%	16%	55%

The final matching percentage takes the matching percentage listed in example 3 and subtracts 1% for each bond election failure and success during the last 10 years to arrive at the final minimum matching requirement for a school district.

Example: 4

District	Number of Bond Election Successes	Number of Bond Election Failures	Final Minimum Adjusted Match Percentage
A	0	0	30%
B	1	2	29%
C	2	0	53%

BOCES matching percentages are calculated by taking an average of the member districts matching percentages that comprise a particular BOCES to give that BOCES a unique matching percentage.

The charter school match calculation is to be utilized for charter schools who intend to apply for a BEST grant in any given grant cycle.

Starting Point

Weighted average of district matches which comprise the charter school student population

The starting point will be the weighted average district matches of the student body of the charter school. For example if 40% of the charter school population come from district X and 60% comes from district Y the starting point will be a weighted average of the two district matches. This is used since district match is comprised of household income, PPAV, district FRED, Mill Levy and Bonding history. If it is a CSI school the starting point will be half of the statewide BEST district matching average.

Adjustment Factors

Questions Pertaining to Effort

- **Does your authorizing district have 10% or less bonding capacity remaining?**
This is used as an adjustment factor to look at the charter schools ability to provide a match through a district bond election. If the charter school is a CSI charter school their response will automatically be N/A and no adjustment will be made.
- **Is the charter school in a district owned facility?**
This is considered since charter schools in district owned facilities are not required to pay rent or a lease.
- **Over the last 10 years how many times has the charter school attempted to get or attained bond proceeds from an Authorizer's ballot measure for capital needs?**
This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by evidence of effort i.e. ballot questions, emails, meeting minutes etc. If the school is a CSI charter school their response will be N/A and no adjustment will be made.
- **Over the last 10 years how many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?**
This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by evidence of effort i.e. ballot questions, emails, meeting minutes etc. If the school is a CSI charter school their response will be N/A and no adjustment will be made.
- **Over the last 10 years how many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?**
This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The grants they apply for need to be grants for capital needs in which they were not only eligible for but also good candidates for receipt of funds. The number they report needs to be validated by evidence of effort i.e., award letters, formal non-award letters, emails, meeting minutes etc.

- **Over the last 10 years how many times has the charter school attempted or obtained funding through CECFA or another type of financing?**

This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by best evidence of effort i.e., award letters, formal non-award letters, application denials, emails, meeting minutes etc.

Questions Pertaining to Capacity

- **Charter school enrollment as a percent of district enrollment**

This is an adjustment factor to help evaluate the likeliness that a charter school could successfully win a special mill levy or bond election if they were the only question on the ballot.

- **Free/Reduced lunch percent in relation to the statewide average charter school free/reduced lunch percent**

This is an adjustment factor which helps evaluate the capabilities of the charter school through a capital campaign or savings to raise a match.

- **Percentage of Per Pupil Revenue spent on Non-Maintenance & Operations facilities costs**

This is an adjustment factor which looks at how much the charter school is spending on facilities and if they are allocating funds to take care of themselves.

- **Unreserved fund balance as a percent of budget**

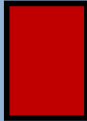
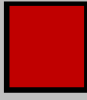
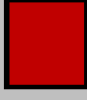




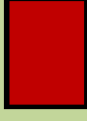




This is an adjustment factor which looks at the available funds for a match. (NOTE: If the charter school has a parent foundation they need to provide the foundations fund balance as well.)

- **Final Adjusted Match Percentage**

This is calculated by taking the starting point and adding in all the adjustment factors.

Ranges for FY19-20 Grant Cycle

<p>Enrollment as a % of District Spread</p> <p>>25 5%</p> <p>25-22.5 4%</p> <p>22.5-20 3%</p> <p>20-17.5 2%</p> <p>17.5-15 1%</p> <p>15-12.5 0%</p> <p>12.5-10 -1%</p> <p>10-7.5 -2%</p> <p>7.5-5 -3%</p> <p>5-2.5 -4%</p> <p>2.5-0 -5%</p>	<p>Percentage of PPR spent on non M&O facilities costs</p> <p>>25 -5%</p> <p>25-22.5 -4%</p> <p>22.5-20 -3%</p> <p>20-17.5 -2%</p> <p>17.5-15 -1%</p> <p>15-12.5 0%</p> <p>12.5-10 1%</p> <p>10-7.5 2%</p> <p>7.5-5 3%</p> <p>5-2.5 4%</p> <p>2.5-0 5%</p>
<p>Unreserved fund balance as a percent of budget</p> <p>>30 5%</p> <p>30-27 4%</p> <p>27-24 3%</p> <p>24-21 2%</p> <p>21-18 1%</p> <p>18-15 0%</p> <p>15-12 -1%</p> <p>12-9 -2%</p> <p>9-6 -3%</p> <p>6-3 -4%</p> <p>3-<=0 -5%</p>	<p>2016 FRED 41.5% Charter Statewide Average</p> <p>>75.1 -5%</p> <p>75.0-67.6 -4%</p> <p>67.5-60.1 -3%</p> <p>60.0-52.6 -2%</p> <p>52.5-45.1 -1%</p> <p>45.0-37.6 0%</p> <p>37.5-30.1 1%</p> <p>29.9-22.5 2%</p> <p>22.4-15.0 3%</p> <p>14.9-7.5 4%</p> <p>7.4<=0 5%</p>

<u>Starting Point</u>		
Weighted average of district matches which comprise the student population		If the Charter School is a CSI school the starting point is 50% of the average district matches
<u>Yes/No Questions</u>		
Does the district have 10% or less bonding capacity remaining (CSI Schools leave blank)		5% decrease if Yes No change if No
Is the charter school in a district owned facility		5% Increase if Yes No change if No
<u>Over the last 10 years</u>		
How many times has the charter school attempted to or attained bond proceeds from an Authorizer's ballot measure for capital needs (CSI Schools leave blank)		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5 405 for capital needs? (CSI Schools leave blank)		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted or obtained funding through CECFA or another type of financing		3% decrease in match for attempted 5% decrease for obtained
<u>Adjustments</u>		
Charter school enrollment as a percent of district enrollment (CSI Schools leave blank)		Adjustment of up to 5 percentage points up or down based on relative difference
Free/Reduced lunch percent in relation to the statewide average charter school free/reduced lunch percent		Adjustment of up to 5 percentage points up or down based on relative difference
Percentage of PPR spent on non M&O facilities costs		Adjustment of up to 5 percentage points up or down based on relative difference
Unreserved fund balance as a percent of budget		Adjustment of up to 5 percentage points up or down based on relative difference
Final Adjusted Match Percentage		
		

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. Subsections A-K to question 2 are related directly to the factors used in calculating the matching contribution; a response indicating "agreed" to a subsection indicates the applicant does not believe this factor is inaccurately or inadequately reflecting financial capacity.

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. Please ensure that responses align with the overall determination or describe why they did not align in the section for Board Member Comments.

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 contribution

N/A - The applicant indicated "agreed" to the matching factor question

Grant Applicant Name: Sample Charter School

Project Name: HS Renovation and Addition

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

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

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

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

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

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

B. 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 or NO or N/A

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

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

D. 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 or NO or N/A

E. 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 or NO or N/A

F. 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 or NO or N/A

G. 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 or NO or N/A

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

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

I. 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 or NO or N/A

J. 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 or NO or N/A

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

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

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? Please include all efforts, even those which may have been unsuccessful.

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

Final Determination

	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost
Request with waiver	\$19,500,000.00	\$31,000,000.00	\$50,500,000.00
Request without waiver	\$15,000,000.00	\$35,500,000.00	\$50,500,000.00

Considering the overall application for a waiver or reduction in the matching contribution, do the circumstances demonstrated by the applicant make a waiver appropriate? YES NO

Additional Board Member Comments: If responses do not align with overall determination, please indicate why.

Adequacy Index

A metric that objectively measures the current adequacy of a school. It is based on a set of questions that measure each school's compliance with the Facility Insight standards. Each adequacy question is scored 0-5. Each question is weighted and the overall index is expressed in the form of a 0.00-1.00 percentage range, with a 0.00 representing full adequacy, and a 1.00 representing inadequacy.

Adverse Historical Effect

CRS 24-80.1-101 requires state agencies to consult with History Colorado if they are involved with projects affecting properties determined to have historical significance by History Colorado. 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 old 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 makes a determination of adverse effect the project will require further consultation, modification, or negotiation, with potential resolution from the Governor's Office.

Affected Pupils

The total number of pupils currently enrolled (as of October 1, 2019) that are affected by the proposed application.

Affected Square Feet (Sq Ft)

The total square feet affected by the proposed application.

Applicant Previous BEST Grants

The number of BEST grants the applicant has previously received.

Charter School Capital Construction Funding (CSCC Allocation)

Each year, funds are distributed to qualified charter schools based on pupil count. \$20 million is distributed annually from the State Education Fund and a percentage of marijuana excise taxes deposited into the Assistance Fund equal to the percentage of charter school students in Colorado. This funding can be used by the school to pay for 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.

Certificate of Participation

A financing tool available for use by the CCAB in funding large grant projects through a Lease/Purchase agreement.

Condition Budget

Condition Budget in Facility Insight is the cost to remediate current requirement needs measured within the FCI. Requirements are assigned a Category, Priority, and System in order to categorize the cost appropriately and to assign a time frame for action.

Contingency

These costs are added for potential scope changes, unforeseen conditions, detail conflicts, and / or design changes. The contingencies assist with keeping costs within budget and managing risk. The application lists construction and owner contingencies separately.

Construction Contingency

A percentage added to the construction budget for unforeseen field conditions, estimating variables, and other non-discretionary change orders.

Owner Contingency

A percentage added to the construction budget to cover design revisions and discretionary change orders within the grant scope.

Cost Per Sq Ft

The affected square feet divided by the total project cost; can be broken up into soft and hard costs of construction:

Soft Cost per Sq Ft - Owner costs not typically included as a direct construction cost. Costs may include design consultants, testing, permitting, project management, financing and legal fees, furniture fixtures & equipment, abatement, site development and utility costs, and owner-installed items such as technology infrastructure, as well as other pre-construction and post-construction costs to a project.

Hard Cost per Sq Ft – Costs related to the actual, physical construction of the project. Costs may include: quantifiable labor and materials required to complete the project, site work, landscaping, contingencies, escalation, bonds, fees, and insurance.

Escalation %

A percent of the project hard costs added to account for an inflationary increase in material and labor costs from the time of budget preparation to the anticipated time of bid.

Facility Condition Index (FCI)

Facility Condition Index (FCI) is an industry-standard metric that objectively measures the current condition of a facility, allowing comparison both within and among assets. To determine FCI for any given set of assets, the total cost of remedying requirements is divided by the current replacement value. Generally, the higher the FCI, the poorer the condition of the facility.

Facility Insight

The statewide assessment program established in 2016 to renew and refresh the original 2009 Parsons assessment data and create a long term, sustainable solution using in-house assessors.

Full Time Equivalent (FTE)

A way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that a student is equivalent to full-time enrollment. For purposes of the BEST program, FTE is only referenced when requesting a \$/FTE budgeted for capital outlay (dollars per full-time enrolled pupil).

Gross Square Feet (GSF)

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

Gross Sq Ft Per Pupil

Gross Sq Ft of the proposed project divided by the number of Affected Pupils.

High Performance Certification Program (HPCP)

C.R.S. 24-30-1305.5 requires all new facilities, additions, and renovation projects that meet the following criteria to follow HPCP policy adopted by the Office of the State Architect:

- The project receives 25% or more of state funds; and
- The new facility, addition, or renovation project contains 5,000 or more building square feet; and
- The building includes an HVAC system; and
- In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the property.

HPCP requires projects to receive third-party verification. HPCP stipulates that qualifying projects should obtain a minimum standard for energy efficiency. In the case of public school projects that minimum standard is either LEED Gold, CHPS-Verified Leader, or Green Globes – Three Globes. A modification to the target certification goal may be granted. In instances where achievement of the certification goal is not feasible, an applicant may request a modification of the HPCP policy or a waiver if certain conditions exist.

Historical Register

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 old or older. As part of the consultation process, History Colorado will make a determination of historical significance and a determination of adverse effect which could result in further consultation and negotiation with the applicant.

Operations & Maintenance, Facility Acquisition & Construction (Three-Year Avg OMFAC/Pupil)

The combined total reported by district (district and CSDB applicants) or school (charter, BOCES applicants) to CDE finance for fiscal year spending in categories relating to facility plant operations & maintenance, as well as facility acquisition and construction. A three-year average per pupil is reported for each applicant.

Prioritization Criteria

- 1. Health, Safety & Technology:** Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security, and projects that are designed to incorporate technology into the educational environment.
- 2. 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.
- 3. Career and Technical Education:** Projects that will provide career and technical education capital construction in public school facilities; and
- 4. Other:** All other projects.

Replacement Value

Replacement Value in Facility Insight is the automatically generated total amount of expenditure required to construct a replacement facility to the current building codes, design criteria, and materials. The Replacement Value for a single asset is based on the sum of the system replacement costs.

Requirement

In the context of the statewide assessment, Facility Insight, a requirement is a facility need or a deficient condition that should be addressed. A requirement can affect an assembly, piece of equipment, or any other building system.

Requirement Cost

Requirement Cost in Facility Insight is the cost to remediate all requirements, including those requirements not measured within the FCI. See the definition of Condition Budget for understanding what's measured within the FCI.

System Group

System Groups are defined based on Unifomat categories. For example, the System Group "Plumbing System" includes systems with a Unifomat category of D20. System groups most commonly referenced in Facility Insight and sample inclusions:

Electrical System - Uniformat D50; Low Tension Service, Wiring, Lighting, Communications, Security. Systems such as Main Electrical Service, Distribution Equipment, Panelboards, Lighting, Branch Wiring, Telephone, Fire Alarm, Card Access, Burglar Alarms, Security Cameras, Local Area Network, Exit Signs, Emergency Generators, Exit Signs, etc.

Equipment and Furnishings - Uniformat E; Systems such as Kitchen Equipment, Casework, Theater Seating, etc.

Exterior Enclosure - Uniformat B20 & B30; Exterior Walls, Exterior Windows, Exterior Doors, Roofing. Systems such as CMU Block Walls, Aluminum Windows, Storefront/Hollow Metal Doors, Single-Ply Membrane Roof, etc.

Fire Protection - Uniformat D40; Systems such as Wet Standpipes, Wet Sprinklers, Kitchen Hood Suppression, Fire Extinguishers, etc.

Furnishings - Uniformat E20; Systems such as Student Lockers, Bleachers, etc.

HVAC System - Uniformat D30; Gas Supply, Heat/Cooling Generating Systems, Distribution Systems, Terminal and Package Units, Controls, Dust/Fume Collectors. Systems such as Propane Tanks, Natural Gas Service, Boilers, Central Air Handling Units, Exhaust (building, kitchen, restroom, etc.), Rooftop Units, Pneumatic/Digital Controls, etc.

Interior Construction and Conveyance - Uniformat C & D10; Partitions, Interior Doors, Fittings, Finishes and Conveyance. Systems such as Gypsum Walls, Wood Doors, Toilet Partitions, Signage, Stairs, Ceiling/Wall/Floor Finishes, Elevators, etc.

Plumbing System - Uniformat D20; Plumbing Fixtures, Domestic Water and Sanitary Waste. Systems such as Restroom Fixtures, Water Heaters, Water Distribution Piping, Roof Drainage, Sanitary Waste Piping, etc.

Site - Uniformat G; All systems located on the site such as Pavement, Fencing, Lighting, Utilities, etc.

Structure - Uniformat A & B10; Substructure and Superstructure such as Foundation Walls, Footings, Single-Story Steel Framed Roof on Columns, etc.

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.

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2020-21 APPLICATION SUMMARIES

LIST OF ALL APPLICATIONS SORTED BY COUNTY



DIVISION OF CAPITAL CONSTRUCTION

MAY 2020

BEST FY2020-21 APPLICATION SUMMARIES

All Applications Sorted by County, then Applicant

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
441	Adams	ADAMS 12 FIVE STAR SCHOOLS Northglenn High School Roof Replacement	\$1,743,516.22	\$2,968,689.78	\$4,712,206.00	\$28.56
83	Adams	Global Village Academy - Northglenn K-8 School Replacement	\$27,841,124.50	\$11,931,910.50	\$39,773,035.00	\$475.75
89	Adams	MAPLETON 1 Monterey Community School Renovation	\$3,772,608.28	\$9,700,992.72	\$13,473,601.00	\$277.18
446	Adams	SCHOOL DISTRICT 27J North Elementary School Roof Replacement	\$554,099.18	\$532,369.81	\$1,086,469.00	\$29.73
586	Adams	STRASBURG 31J HS & ES Building System/Safety Renovations	\$3,699,808.71	\$6,299,674.29	\$9,999,483.00	\$77.58
451	Adams	WESTMINSTER PUBLIC SCHOOLS ECC - Gregory Hill Roof Replacement	\$376,577.50	\$376,577.50	\$753,155.00	\$30.74
456	Adams	WESTMINSTER PUBLIC SCHOOLS ELC - FM Day - Roof Replacement	\$523,599.50	\$523,599.50	\$1,047,199.00	\$31.45
597	Arapahoe	BYERS 32J PK-12 HVAC/Air Quality	\$586,253.50	\$1,088,756.50	\$1,675,010.00	\$31.38
605	Baca	CAMPO RE-6 Health & Safety Upgrades	\$5,919,404.92	\$200,108.08	\$6,119,513.00	\$215.27
102	Baca	SPRINGFIELD RE-4 Springfield HS - Addition/ Renovation	\$34,154,782.00	\$5,990,000.00	\$40,144,782.00	\$497.56
122	Baca	WALSH RE-1 New PK-12 School	\$28,638,517.00	\$5,513,803.00	\$34,152,320.00	\$520.34
623	BOCES	East Central BOCES Multi-District Secure Network Infrastructure	\$1,142,421.67	\$10,281,794.99	\$11,424,216.66	\$5.24
137	Boulder	ST VRAIN VALLEY RE 1J Spark Discovery Preschool Renovation	\$1,232,068.20	\$2,874,825.80	\$4,106,894.00	\$169.01
144	Chaffee	Salida Montessori Charter School New PK-8 School	\$5,893,584.31	\$1,382,445.70	\$7,276,030.01	\$454.01

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
488	Clear Creek	CLEAR CREEK RE-1 GCS PK-6 Roof Replacement	\$386,518.50	\$386,518.50	\$773,037.00	\$42.95
499	Clear Creek	CLEAR CREEK RE-1 King Murphy ES Safe Water	\$13,072.50	\$13,072.50	\$26,145.00	\$0.64
509	Clear Creek	CLEAR CREEK RE-1 King Murphy ES Site Safety	\$427,687.50	\$427,687.50	\$855,375.00	\$25.85
156	Crowley	CROWLEY COUNTY RE-1-J Crowley County School District Renovation	\$41,085,841.00	\$4,500,000.00	\$45,585,841.00	\$305.08
167	Dolores	DOLORES COUNTY RE NO.2 New PK-12 School	\$38,711,103.18	\$6,145,331.56	\$44,856,434.74	\$543.06
461	Eagle	EAGLE COUNTY RE 50 Gypsum Creek MS Roof Replacement	\$279,143.52	\$883,954.48	\$1,163,098.00	\$17.26
466	El Paso	Atlas Preparatory Middle School Atlas MS Roof Replacement - North Building	\$547,172.20	\$257,492.80	\$804,665.00	\$23.08
631	El Paso	HANOVER 28 Hanover Jr/Sr HS - Health & Safety Upgrades	\$2,344,590.00	\$260,510.00	\$2,605,100.00	\$40.24
638	El Paso	HANOVER 28 Prairie Heights ES - Health/Safety Upgrades	\$907,749.90	\$100,861.10	\$1,008,611.00	\$78.87
193	El Paso	HARRISON 2 Carmel MS Addition/ Renovation	\$6,064,432.78	\$29,608,701.22	\$35,673,134.00	\$356.38
645	El Paso	PEYTON 23 JT Peyton Safety Upgrades	\$95,841.60	\$103,828.40	\$199,670.00	\$1.40
654	El Paso	WIDEFIELD 3 Widefield HS Health & Safety Upgrades	\$1,181,027.40	\$1,630,942.60	\$2,811,970.00	\$12.97
660	Elbert	Legacy Academy ES/MS Safety & Security Upgrades	\$395,124.18	\$203,548.82	\$598,673.00	\$99.33
674	Fremont	FREMONT RE-2 Fremont ES Safety Upgrades/ Cafeteria Addition	\$599,430.16	\$470,980.84	\$1,070,411.00	\$15.97
471	Gunnison	GUNNISON WATERSHED RE1J Multiple Roof Replacements ES/MS	\$493,292.16	\$876,963.84	\$1,370,256.00	\$26.79
198	Huerfano	HUERFANO RE-1 John Mall Secondary School Replacement	\$22,833,084.21	\$9,785,607.52	\$32,618,691.73	\$582.50

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
680	Jackson	NORTH PARK R-1 ES/MS/HS Safety, Security, & HVAC Upgrades	\$768,000.00	\$832,000.00	\$1,600,000.00	\$21.04
686	Jefferson	Mountain Phoenix Community School ES Healthy and Safe Classrooms	\$239,286.84	\$390,415.37	\$629,702.21	\$112.45
693	Kiowa	EADS RE-1 PK-12 Security Upgrades	\$99,004.00	\$87,796.00	\$186,800.00	\$10.67
697	Kit Carson	ARRIBA-FLAGLER C-20 PK-12 Building System/Safety Upgrades	\$1,385,530.80	\$923,687.20	\$2,309,218.00	\$49.71
713	Kit Carson	STRATTON R-4 PK-12 Electrical/HVAC Renovations	\$787,152.80	\$196,788.20	\$983,941.00	\$16.14
209	La Plata	Animas High School Animas HS Replacement	\$13,739,223.50	\$4,338,702.16	\$18,077,925.66	\$446.37
409	La Plata	DURANGO 9-R Florida Mesa ES Replacement	\$6,837,854.16	\$21,653,204.82	\$28,491,058.98	\$572.17
416	La Plata	DURANGO 9-R Safety and Security Upgrades District wide	\$2,742,705.36	\$8,685,233.64	\$11,427,939.00	\$15.69
534	Larimer	THOMPSON R2-J DW Mechanical Improvements	\$3,313,066.88	\$7,040,267.12	\$10,353,334.00	\$42.18
523	Larimer	THOMPSON R2-J DW Roof Replacement & Restoration	\$2,176,458.56	\$4,624,974.44	\$6,801,433.00	\$27.07
553	Larimer	THOMPSON R2-J Entrance Security Improvements at 4 MS	\$262,690.24	\$558,216.76	\$820,907.00	\$257.02
229	Mesa	Juniper Ridge Community School K-8 Modular Replacement	\$14,260,606.60	\$829,982.40	\$15,090,589.00	\$513.29
243	Mesa	MESA COUNTY VALLEY 51 GJHS Replacement	\$9,999,538.28	\$99,885,497.72	\$109,885,036.00	\$472.41
256	Mesa	PLATEAU VALLEY 50 PK -12 Renovation & Replacement	\$17,285,421.20	\$25,928,131.80	\$43,213,553.00	\$391.51
721	Moffat	MOFFAT COUNTY RE:NO 1 DW Asbestos Abatement	\$940,612.50	\$940,612.50	\$1,881,225.00	\$37.24
732	Moffat	MOFFAT COUNTY RE:NO 1 DW Moisture Control Repairs	\$5,593,828.00	\$5,593,828.00	\$11,187,656.00	\$66.84

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
745	Moffat	MOFFAT COUNTY RE:NO 1 DW Safety & Security Upgrades	\$6,105,758.00	\$6,105,758.00	\$12,211,516.00	\$26.17
475	Montezuma	MONTEZUMA-CORTEZ RE-1 Multiple Roof Replacements	\$421,359.84	\$514,995.36	\$936,355.20	\$12.41
578	Montrose	MONTROSE COUNTY RE-1J Multiple HVAC Replacements HS/MS	\$574,309.51	\$826,445.39	\$1,400,754.90	\$75.31
563	Montrose	MONTROSE COUNTY RE-1J Multiple Roof Replacements HS/ES	\$1,603,156.17	\$2,306,980.83	\$3,910,137.00	\$33.22
273	Montrose	WEST END RE-2 New PK-12 School	\$32,695,741.72	\$2,198,326.28	\$34,894,068.00	\$466.85
759	Morgan	FORT MORGAN RE-3 HS Secure Entry Renovation/Addition	\$2,263,676.60	\$1,573,063.40	\$3,836,740.00	\$410.87
293	Otero	FOWLER R-4J Fowler ES - Addition/ Renovation	\$37,271,902.00	\$4,900,000.00	\$42,171,902.00	\$547.69
311	Otero	ROCKY FORD R-2 Rocky Ford HS - Addition/ Renovation	\$41,402,021.34	\$7,491,102.00	\$48,893,123.34	\$516.80
768	Otero	SWINK 33 Swink Roof HVAC	\$1,241,497.01	\$793,743.99	\$2,035,241.00	\$37.18
776	Phillips	HOLYOKE RE-1J HS Secure Entry and Access Renovations	\$2,533,301.58	\$2,157,997.64	\$4,691,299.22	\$312.75
332	Pueblo	Chavez/Huerta K-12 Preparatory Academy Dolores Huerta Prep HS Addition/Remodel	\$27,849,319.65	\$2,096,185.35	\$29,945,505.00	\$261.53
350	Pueblo	PUEBLO CITY 60 Franklin School of Innovation - ES Replacement	\$16,142,175.36	\$6,277,512.64	\$22,419,688.00	\$403.21
356	Pueblo	PUEBLO CITY 60 Sunset Park - ES Replacement	\$15,953,022.72	\$6,203,953.28	\$22,156,976.00	\$53.00
783	Pueblo	PUEBLO COUNTY 70 Pleasant View MS HVAC/ Ventilation Upgrades	\$3,762,541.64	\$4,788,689.36	\$8,551,231.00	\$125.44
480	Routt	SOUTH ROUTT RE 3 HS East Section & ES Roof Replacement	\$880,257.78	\$749,849.22	\$1,630,107.00	\$34.38
794	Routt	STEAMBOAT SPRINGS RE-2 HS Abatement & Security Improvements	\$275,241.20	\$1,100,964.80	\$1,376,206.00	\$360.55

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
361	Sedgwick	JULESBURG RE-1	\$33,254,615.00	\$6,721,470.00	\$39,976,085.00	\$529.48
372	Weld	HS Addition/Renovation into MS	\$4,665,066.99	\$14,772,712.13	\$19,437,779.12	\$628.04
425	Weld	Brentwood MS Replacement	\$19,168,879.20	\$28,753,318.80	\$47,922,198.00	\$464.12
436	Weld	Martinez ES Roof Replacement	\$301,825.07	\$340,355.93	\$642,181.00	\$12.45
379	Weld	JOHNSTOWN-MILLIKEN RE-5J	\$9,548,507.64	\$24,553,305.36	\$34,101,813.00	\$454.69
389	Weld	JOHNSTOWN-MILLIKEN RE-5J	\$16,402,157.24	\$42,176,975.76	\$58,579,133.00	\$488.16
401	Weld	WINDSOR RE-4	\$9,883,660.44	\$40,801,777.69	\$50,685,438.13	\$491.92
			Totals:	\$597,074,449.70	\$506,036,371.19	\$1,103,110,820.90

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2020-21 APPLICATION SUMMARIES

LIST OF CHARTER SCHOOL APPLICATIONS SORTED BY COUNTY



DIVISION OF CAPITAL CONSTRUCTION

MAY 2020

BEST FY2020-21 APPLICATION SUMMARIES

List of Charter School Applications Sorted by County

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft	
83	Adams	Global Village Academy - Northglenn	\$27,841,124.50	\$11,931,910.50	\$39,773,035.00	\$475.75	
144	Chaffee	Salida Montessori Charter School New PK-8 School	\$5,893,584.31	\$1,382,445.70	\$7,276,030.01	\$454.01	
466	El Paso	Atlas Preparatory Middle School Atlas MS Roof Replacement - North Building	\$547,172.20	\$257,492.80	\$804,665.00	\$23.08	
660	Elbert	Legacy Academy	\$395,124.18	\$203,548.82	\$598,673.00	\$99.33	
686	Jefferson	Mountain Phoenix Community School	\$239,286.84	\$390,415.37	\$629,702.21	\$112.45	
209	La Plata	Animas High School	\$13,739,223.50	\$4,338,702.16	\$18,077,925.66	\$446.37	
229	Mesa	Juniper Ridge Community School K-8 Modular Replacement	\$14,260,606.60	\$829,982.40	\$15,090,589.00	\$513.29	
332	Pueblo	Chavez/Huerta K-12 Preparatory Academy Dolores Huerta Prep HS Addition/Remodel	\$27,849,319.65	\$2,096,185.35	\$29,945,505.00	\$261.53	
Totals:					\$90,765,441.78	\$21,430,683.10	\$112,196,124.88

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2020-21 APPLICATION SUMMARIES

**LIST OF APPLICATIONS WITH MATCHING FUNDS CONTINGENT
ON A 2020 BOND ELECTION**



DIVISION OF CAPITAL CONSTRUCTION

MAY 2020

BEST FY2020-21 APPLICATION SUMMARIES

List of Applications with Matching Funds Contingent upon a Proposed 2020 Bond Election

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
102	Baca	SPRINGFIELD RE-4	Springfield HS - Addition/ Renovation	\$34,154,782.00	\$5,990,000.00	\$40,144,782.00	\$497.56
122	Baca	WALSH RE-1	New PK-12 School	\$28,638,517.00	\$5,513,803.00	\$34,152,320.00	\$520.34
156	Crowley	CROWLEY COUNTY RE-1-J	Crowley County School District Renovation	\$41,085,841.00	\$4,500,000.00	\$45,585,841.00	\$305.08
167	Dolores	DOLORES COUNTY RE NO.2	New PK-12 School	\$38,711,103.18	\$6,145,331.56	\$44,856,434.74	\$543.06
198	Huerfano	HUERFANO RE-1	John Mall Secondary School Replacement	\$22,833,084.21	\$9,785,607.52	\$32,618,691.73	\$582.50
243	Mesa	MESA COUNTY VALLEY 51	GJHS Replacement	\$9,999,538.28	\$99,885,497.72	\$109,885,036.00	\$472.41
256	Mesa	PLATEAU VALLEY 50	PK -12 Renovation & Replacement	\$17,285,421.20	\$25,928,131.80	\$43,213,553.00	\$391.51
273	Montrose	WEST END RE-2	New PK-12 School	\$32,695,741.72	\$2,198,326.28	\$34,894,068.00	\$466.85
311	Otero	ROCKY FORD R-2	Rocky Ford HS - Addition/ Renovation	\$41,402,021.34	\$7,491,102.00	\$48,893,123.34	\$516.80
361	Sedgwick	JULESBURG RE-1	PK-12 Replacement	\$33,254,615.00	\$6,721,470.00	\$39,976,085.00	\$529.48
379	Weld	JOHNSTOWN-MILLIKEN RE-5J	Letford ES Replacement	\$9,548,507.64	\$24,553,305.36	\$34,101,813.00	\$454.69
389	Weld	JOHNSTOWN-MILLIKEN RE-5J	Milliken MS Replacement	\$16,402,157.24	\$42,176,975.76	\$58,579,133.00	\$488.16
401	Weld	WINDSOR RE-4	Windsor MS Addition/Renovation	\$9,883,660.44	\$40,801,777.69	\$50,685,438.13	\$491.92

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
409	La Plata	DURANGO 9-R	Florida Mesa ES Replacement	\$6,837,854.16	\$21,653,204.82	\$28,491,058.98	\$572.17
416	La Plata	DURANGO 9-R	Safety and Security Upgrades District wide	\$2,742,705.36	\$8,685,233.64	\$11,427,939.00	\$15.69
586	Adams	STRASBURG 31J	HS & ES Building System/Safety Renovations	\$3,699,808.71	\$6,299,674.29	\$9,999,483.00	\$77.58
721	Moffat	MOFFAT COUNTY RE:NO 1	DW Asbestos Abatement	\$940,612.50	\$940,612.50	\$1,881,225.00	\$37.24
732	Moffat	MOFFAT COUNTY RE:NO 1	DW Moisture Control Repairs	\$5,593,828.00	\$5,593,828.00	\$11,187,656.00	\$66.84
745	Moffat	MOFFAT COUNTY RE:NO 1	DW Safety & Security Upgrades	\$6,105,758.00	\$6,105,758.00	\$12,211,516.00	\$26.17
783	Pueblo	PUEBLO COUNTY 70	Pleasant View MS HVAC/ Ventilation Upgrades	\$3,762,541.64	\$4,788,689.36	\$8,551,231.00	\$125.44
				Totals:	\$365,578,098.62	\$335,758,329.30	\$701,336,427.92

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2020-21 APPLICATION SUMMARIES

LIST OF APPLICATIONS WITH A WAIVER REQUEST



DIVISION OF CAPITAL CONSTRUCTION

MAY 2020

BEST FY2020-21 APPLICATION SUMMARIES

List of Applications with a Waiver Request (Excluding Statutory Waivers)

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
156	Crowley	CROWLEY COUNTY RE-1-J Crowley County School District Renovation	\$41,085,841.00	\$4,500,000.00	\$45,585,841.00	\$305.08
167	Dolores	DOLORES COUNTY RE NO.2 New PK-12 School	\$38,711,103.18	\$6,145,331.56	\$44,856,434.74	\$543.06
198	Huerfano	HUERFANO RE-1 John Mall Secondary School Replacement	\$22,833,084.21	\$9,785,607.52	\$32,618,691.73	\$582.50
229	Mesa	Juniper Ridge Community School K-8 Modular Replacement	\$14,260,606.60	\$829,982.40	\$15,090,589.00	\$513.29
256	Mesa	PLATEAU VALLEY 50 PK -12 Renovation & Replacement	\$17,285,421.20	\$25,928,131.80	\$43,213,553.00	\$391.51
273	Montrose	WEST END RE-2 New PK-12 School	\$32,695,741.72	\$2,198,326.28	\$34,894,068.00	\$466.85
332	Pueblo	Chavez/Huerta K-12 Preparatory Academy Dolores Huerta Prep HS Addition/Remodel	\$27,849,319.65	\$2,096,185.35	\$29,945,505.00	\$261.53
488	Clear Creek	CLEAR CREEK RE-1 GCS PK-6 Roof Replacement	\$386,518.50	\$386,518.50	\$773,037.00	\$42.95
499	Clear Creek	CLEAR CREEK RE-1 King Murphy ES Safe Water	\$13,072.50	\$13,072.50	\$26,145.00	\$0.64
509	Clear Creek	CLEAR CREEK RE-1 King Murphy ES Site Safety	\$427,687.50	\$427,687.50	\$855,375.00	\$25.85
605	Baca	CAMPO RE-6 Health & Safety Upgrades	\$5,919,404.92	\$200,108.08	\$6,119,513.00	\$215.27
631	El Paso	HANOVER 28 Hanover Jr/Sr HS - Health & Safety Upgrades	\$2,344,590.00	\$260,510.00	\$2,605,100.00	\$40.24
638	El Paso	HANOVER 28 Prairie Heights ES - Health/Safety Upgrades	\$907,749.90	\$100,861.10	\$1,008,611.00	\$78.87

Page #	County	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
660	Elbert	Legacy Academy ES/MS Safety & Security Upgrades	\$395,124.18	\$203,548.82	\$598,673.00	\$99.33
697	Kit Carson	ARRIBA-FLAGLER C-20 PK-12 Building System/Safety Upgrades	\$1,385,530.80	\$923,687.20	\$2,309,218.00	\$49.71
713	Kit Carson	STRATTON R-4 PK-12 Electrical/HVAC Renovations	\$787,152.80	\$196,788.20	\$983,941.00	\$16.14
721	Moffat	MOFFAT COUNTY RE:NO 1 DW Asbestos Abatement	\$940,612.50	\$940,612.50	\$1,881,225.00	\$37.24
732	Moffat	MOFFAT COUNTY RE:NO 1 DW Moisture Control Repairs	\$5,593,828.00	\$5,593,828.00	\$11,187,656.00	\$66.84
745	Moffat	MOFFAT COUNTY RE:NO 1 DW Safety & Security Upgrades	\$6,105,758.00	\$6,105,758.00	\$12,211,516.00	\$26.17
Totals:			\$219,928,147.16	\$66,836,545.31	\$286,764,692.47	

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2020-21 APPLICATION SUMMARIES

BEST GRANT APPLICATION REVIEW ORDER



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

MAY 2020

BEST FY2020-21 APPLICATION SUMMARIES

BEST Grant Application Review Order

Page #	County	Applicant Name	Project Title
83	Adams	Global Village Academy - Northglenn	K-8 School Replacement
89	Adams	MAPLETON 1	Monterey Community School Renovation
102	Baca	SPRINGFIELD RE-4	Springfield HS - Addition/ Renovation
122	Baca	WALSH RE-1	New PK-12 School
137	Boulder	ST VRAIN VALLEY RE 1J	Spark Discovery Preschool Renovation
144	Chaffee	Salida Montessori Charter School	New PK-8 School
156	Crowley	CROWLEY COUNTY RE-1-J	Crowley County School District Renovation
167	Dolores	DOLORES COUNTY RE NO.2	New PK-12 School
193	El Paso	HARRISON 2	Carmel MS Addition/ Renovation
198	Huerfano	HUERFANO RE-1	John Mall Secondary School Replacement
209	La Plata	Animas High School	Animas HS Replacement
229	Mesa	Juniper Ridge Community School	K-8 Modular Replacement
243	Mesa	MESA COUNTY VALLEY 51	GJHS Replacement
256	Mesa	PLATEAU VALLEY 50	PK -12 Renovation & Replacement
273	Montrose	WEST END RE-2	New PK-12 School
293	Otero	FOWLER R-4J	Fowler ES - Addition/ Renovation
311	Otero	ROCKY FORD R-2	Rocky Ford HS - Addition/ Renovation
332	Pueblo	Chavez/Huerta K-12 Preparatory Academy	Dolores Huerta Prep HS Addition/Remodel
350	Pueblo	PUEBLO CITY 60	Franklin School of Innovation - ES Replacement
356	Pueblo	PUEBLO CITY 60	Sunset Park - ES Replacement
361	Sedgwick	JULESBURG RE-1	PK-12 Replacement
372	Weld	EATON RE-2	HS Addition/Renovation into MS
379	Weld	JOHNSTOWN-MILLIKEN RE-5J	Letford ES Replacement
389	Weld	JOHNSTOWN-MILLIKEN RE-5J	Milliken MS Replacement
401	Weld	WINDSOR RE-4	Windsor MS Addition/Renovation
409	La Plata	DURANGO 9-R	Florida Mesa ES Replacement
416	La Plata	DURANGO 9-R	Safety and Security Upgrades District wide
425	Weld	GREELEY 6	Brentwood MS Replacement
436	Weld	GREELEY 6	Martinez ES Roof Replacement
441	Adams	ADAMS 12 FIVE STAR SCHOOLS	Northglenn High School Roof Replacement
446	Adams	SCHOOL DISTRICT 27J	North Elementary School Roof Replacement

Page #	County	Applicant Name	Project Title
451	Adams	WESTMINSTER PUBLIC SCHOOLS	ECC - Gregory Hill Roof Replacement
456	Adams	WESTMINSTER PUBLIC SCHOOLS	ELC - FM Day - Roof Replacement
461	Eagle	EAGLE COUNTY RE 50	Gypsum Creek MS Roof Replacement
466	El Paso	Atlas Preparatory Middle School	Atlas MS Roof Replacement - North Building
471	Gunnison	GUNNISON WATERSHED RE1J	Multiple Roof Replacements ES/MS
475	Montezuma	MONTEZUMA-CORTEZ RE-1	Multiple Roof Replacements
480	Routt	SOUTH ROUTT RE 3	HS East Section & ES Roof Replacement
488	Clear Creek	CLEAR CREEK RE-1	GCS PK-6 Roof Replacement
499	Clear Creek	CLEAR CREEK RE-1	King Murphy ES Safe Water
509	Clear Creek	CLEAR CREEK RE-1	King Murphy ES Site Safety
523	Larimer	THOMPSON R2-J	DW Roof Replacement & Restoration
534	Larimer	THOMPSON R2-J	DW Mechanical Improvements
553	Larimer	THOMPSON R2-J	Entrance Security Improvements at 4 MS
563	Montrose	MONTROSE COUNTY RE-1J	Multiple Roof Replacements HS/ES
578	Montrose	MONTROSE COUNTY RE-1J	Multiple HVAC Replacements HS/MS
586	Adams	STRASBURG 31J	HS & ES Building System/Safety Renovations
597	Arapahoe	BYERS 32J	PK-12 HVAC/Air Quality
605	Baca	CAMPO RE-6	Health & Safety Upgrades
623	BOCES	East Central BOCES	Multi-District Secure Network Infrastructure
631	El Paso	HANOVER 28	Hanover Jr/Sr HS - Health & Safety Upgrades
638	El Paso	HANOVER 28	Prairie Heights ES - Health/Safety Upgrades
645	El Paso	PEYTON 23 JT	Peyton Safety Upgrades
654	El Paso	WIDFIELD 3	Widefield HS Health & Safety Upgrades
660	Elbert	Legacy Academy	ES/MS Safety & Security Upgrades
674	Fremont	FREMONT RE-2	Fremont ES Safety Upgrades/ Cafeteria Addition
680	Jackson	NORTH PARK R-1	ES/MS/HS Safety, Security, & HVAC Upgrades
686	Jefferson	Mountain Phoenix Community School	ES Healthy and Safe Classrooms
693	Kiowa	EADS RE-1	PK-12 Security Upgrades
697	Kit Carson	ARRIBA-FLAGLER C-20	PK-12 Building System/Safety Upgrades
713	Kit Carson	STRATTON R-4	PK-12 Electrical/HVAC Renovations
721	Moffat	MOFFAT COUNTY RE:NO 1	DW Asbestos Abatement
732	Moffat	MOFFAT COUNTY RE:NO 1	DW Moisture Control Repairs
745	Moffat	MOFFAT COUNTY RE:NO 1	DW Safety & Security Upgrades

Page #	County	Applicant Name	Project Title
759	Morgan	FORT MORGAN RE-3	HS Secure Entry Renovation/Addition
768	Otero	SWINK 33	Swink Roof HVAC
776	Phillips	HOLYOKE RE-1J	HS Secure Entry and Access Renovations
783	Pueblo	PUEBLO COUNTY 70	Pleasant View MS HVAC/ Ventilation Upgrades
794	Routt	STEAMBOAT SPRINGS RE-2	HS Abatement & Security Improvements

● **Facilities Impacted by this Grant Application** ●

Global Village Academy - Northglenn - K-8 School Replacement - Global Village Academy - Northglenn - 1997

District:	Auditor - Charter School Institute
School Name:	Global Village Academy - Northglenn
Address:	555 W 112th Ave
City:	Northglenn
Gross Area (SF):	65,000
Number of Buildings:	1
Replacement Value:	\$17,908,011
Condition Budget:	\$7,344,281
Total FCI:	0.41
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,115,325	\$1,193,397	0.38
Equipment and Furnishings	\$252,194	\$234,305	0.93
Exterior Enclosure	\$3,466,270	\$1,345,194	0.39
Fire Protection	\$702,851	\$12,935	0.02
Furnishings	\$24,096	\$0	0.00
HVAC System	\$1,394,764	\$1,724,384	1.24
Interior Construction and Conveyance	\$2,540,173	\$1,127,314	0.44
Plumbing System	\$958,129	\$19,348	0.02
Site	\$3,388,117	\$1,636,222	0.48
Structure	\$2,066,092	\$80,562	0.04
Overall - Total	\$17,908,011	\$7,373,661	0.41

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: Global Village Academy - Northglenn

County: Adams

Project Title: K-8 School Replacement

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: Lack of urgency.

Project Type:

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

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

Global Village Academy - Northglenn is an international school that provides language immersion instruction in Mandarin Chinese, Spanish and Russian. The school's mission is that GVAN students will become fluent and literate in English and a second world language, excel academically in core content subjects, and develop twenty first century skills, including cross cultural understanding.

GVAN is one of the top immersion language schools in Colorado. Students who graduate from GVAN often go on to take advanced language classes at the high school and college level, and even occasionally learning a third or fourth language. Every GVAN student who finishes our program has an "Intermediate - High" level of foreign language literacy, which is the level needed to comfortably and fluently speak their immersion language in a foreign setting. GVAN middle-school classes regularly travel to China, Central and South America, and Europe. GVAN has been recognized as a partner educator for many years by the Asia Society, which fosters international relationships between the US and Asian countries.

Since opening in 2011 with 275 students, GVA-N has shown steady enrollment. There are currently 875 students enrolled in the school. Nearly half (46%) of students currently attending GVA-N qualify for free or reduced lunch. Our percentage of ELL students continues to increase with the school currently serving around 45 percent. GVA-N is considered a Title I school.

GVAN is an AdvancEd/Cognia accredited school, one of 45 public schools accredited in Colorado. In 2019, GVAN was recognized as being in the top 5% of all Colorado public schools in English Language growth and is in the top 23% of all public schools in Colorado (2018-19 SPF rating "Performance"). In our local geography, GVAN is the 6th highest performing school by SPF rating; of the schools that performed higher than GVAN, three are STEM and G/T schools.

Deficiencies Associated with this Project:

The expansive soils at the GVAN's location have caused structural shifting of the school building at an alarming rate. In addition to the shifting and cracking floor slabs, many of the interior walls and much of the hanging ceiling show regular damage. Repairs have been attempted; concrete floor slabs have been removed and re-poured, only to have them crack and shift a few months later. Walls crack and break and need constant repair. Door frames bend under the pressure so that doors cannot close (a safety issue in the event of a school lockout). The hanging ceiling needs constant repair to keep lighting fixtures and ceiling tiles from falling on staff and students.

A 2017 engineering study by RF Consulting showed that the facility was due for some significant capital renewal work (pavement, HVAC, sidewalks and gutters, etc.). However, the largest cost item was fixing the building stability. The facility needs (in 2017 dollars) at least \$7,800,000 in work to fully remediate the shifting floors, walls and ceiling to keep the building stable for the long-term. This work would encompass removing all interior concrete floor slabs and interior walls, sinking deep micro-piles or deeper drilled piers to stabilize the building, then re-pouring the floors and rebuilding the walls. During this

BEST FY2020-21 GRANT APPLICATION SUMMARIES

repair work, the facility cannot be used at all, and the engineers estimated at least 9-12 months work for this repair. In essence GVAN would need to find a different facility to meet in for a year while the building is repaired.

The building is nearing the end of its useful life for much of the physical plant, parking lot, carpeting and other long-term maintenance items such as the roof. RF Consulting estimated the costs of this work needed to fix other areas of the building are (again in 2017 dollars) \$2,500,000. Much of this would normally be considered capital renewal, but due to the poor structural condition of the building, this would be “throwing good money after bad.”

Due to the structural problems with this building, the engineers have told GVAN that it is structurally impractical to expand the facility to build a new Highly Active student space area, including a gymnasium/auditorium and a stage (GVAN started looking at this expansion in 2016). GVAN’s current large-activity space is the size of two oversized classrooms (about one-fifth the size and one-half the height of a normal gymnasium) and has a maximum occupancy of 144. Large-group activity spaces for athletics and physical education, arts and other culture-enriching activities are essential to a thriving and growing school community, and GVAN is unable to meet the growing needs of our students and community by providing an adequate facility.

Proposed Solution to Address the Deficiencies Stated Above:

New facility located on 14.7 acre lot purchased in December 2018

Allows for continuous operation of school while addressing critical deficiencies of our building

Provides long term solution that allows GVA-N to continue to excel academically

Provides solution for physical education curricular deficiencies.

The proposed master plan will allow GVA-N to address all its educational and operational goals and needs for a comprehensive kindergarten through eighth grade facility. The master plan is based upon the development of a new campus site, due to the limitations of the existing building, the high degree of disruption, and displacement of students if the school was to remain on the existing campus.

The school moved forward with its Master Plan in December of 2018 and acquired property located at 12525 Grant Drive, Thornton, CO, within an industrial office park development; the nearest major intersection is 120th and I-25. The land parcel of

14.7 acres is located at the intersection of Grant Street and Grant Drive, with the western boundary parallel to I-25. The site offers approximately 1200 lineal feet of street frontage, which is ideal for a charter school that typically has a high reliance upon parent transportation. The site high point is along the south edge with a consistent downward slope from south to north. The site slope to a natural drainage way along the north edge.

Highly active student spaces (Gym and Cafetorium) are located to the north adjacent to the hard court and field play. This location promotes easy transitions of student from lunch to recess activities without impacting other educational spaces.

How Urgent is this Project?

The lease for the current building ends June 2021, with an option to extend. Without mitigation of the structural issues, there is no option to purchase or expand. The foundational shifting is a costly expense that the school is required to cover as long as it occupies the facility. Entering into a new lease of the current building will result in more funding going toward “band-aiding” a building that will continue to move and thus continue to require repair, resulting in an endless cycle of wasted funds that should be spent on a new, permanent facility.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Upon completion of the grant, the GVA-N Board of Directors will appropriate funds for the capital reserve of approximately

BEST FY2020-21 GRANT APPLICATION SUMMARIES

\$150,000 per year. The Board's facility and committee will continue to meet quarterly to examine both short and long term projects to ensure the facility is well maintained.

The current lease is a triple net lease that requires GVA-N pay for all maintenance and building repairs and, as a result, the school's budget has covered these expenses. Since the lease began in 2011, the school has invested over \$1.3 million dollars of PPR revenue, excluding annual lease payments, to ensure the facility remained a safe environment for attending students.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

GVA Northglenn (GVA-N) entered into a lease agreement at the current location in 2011, its first year of operations. The facility had in the past had some slab movement due to expansive soils common in Colorado, but the Landlord stated that this had been mitigated by improving drainage and landscaping (which was verified prior to GVA-N completing the lease). Also, as a condition of the lease, GVA-N was insured that, should there be future building movements, the Landlord would be responsible for any necessary repairs arising out of ongoing movements. Given this assurance, GVA-N agreed to enter into a 10-year lease with the intent of purchasing the facility.

It soon became apparent that the slab movement was not mitigated - the slab continued to move at an alarming rate, far more than what GVA-N was led to believe would happen. The facility floors continued to heave and move (raising over 7" in some areas, and dropping 1.5" in others), requiring increasingly significant and costly repairs to walls, doors, ceilings and of course the floors. Early on the Landlord did reimburse the school for repairs, but in the past three years the Landlord has refused to pay repair those costs.

Given this continued movement and the increasing costs of remediation and maintenance, GVA-N sought a permanent solution and purchased land in Thornton. This property affords GVA-N the necessary acreage to construct a new facility that will meet its current student needs. GVA-N continues to finance the necessary improvements to ensure the safety of GVA-N's students and staff, but firmly believes the permanent facility solution to be constructed at Thornton location will end the cycle of throwing good money after bad, ensuring taxpayer funds are directed to the classrooms where they belong.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The current facility was previously a call center. Before opening in 2011, GVA-N did a major (>\$1.3mm) renovation to add classrooms, restrooms, a group activity room, and office space. Additional build-outs and renovations occurred over time to re-configure classroom space and improve the cafeteria. The majority of expenses outside normal capital renewal and enhancements are related to evaluating and repairing the facility due to the shifting slabs. Engineering studies have been performed on a regular basis, with the most recent comprehensive evaluation being done in 2017.

Below are the costs associated with capital improvements to the facility for the past five years:

2015 - \$188,914

2016 - \$77,821

2017 - \$293,841

2018 - \$82,440

2019 - \$83,276

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Existing "conversion" options were explored; however, the tight real estate market made such alternatives very difficult to identify and secure. In addition, the increase of construction costs, real estate costs, and recently tax-exempt bond interest

BEST FY2020-21 GRANT APPLICATION SUMMARIES

rates impacting Colorado charter schools, new construction options appear to not be viable alternatives at this point without the support of subsidies from other resources. Should the need arise to move forward without BEST support, GVA-N would consider its options to pursue multiple phases of construction. The initial phase would enable it to operate and function; however, outdoor fields, playgrounds, gymnasium and non-essential facility amenities would be phased in over time.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Amount spent per FTE by year:

2019-2020 = \$1,428

2018-2019 = \$1,431

2017--2018 = \$1,799.

Below is a summary of these annual budget expenditures:

Water, Sewer & Garbage - \$18,870

Snow Removal & Lawn Services - \$63,411

Janitorial Cleaning Services - \$62,200

Repairs and Maintenance Services - \$100,000

Rental of Land & Building - \$854,249

Utilities - \$81,600

Capital Improvements - \$50,000

Furniture and Fixtures - \$10,000

Capitalized Equipment - \$10,000

TOTAL - \$1,250,330

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

As noted in the prior section (Y), GVA currently budgets \$80,000 for utility costs and an additional \$20,000 in telecommunications services. In the prior year the actual expenditures in this category was \$110,000. While we cannot currently determine the exact amount of savings in utilities, we fully expect a reduction in our new facility. The existing facility was renovated from a call center and the new proposed facility will be built using high performance standards and designed from the ground up as a high performing school campus. Beyond utilities, we also plan to see a reduction in the annual costs allocated to facility repairs.

Current Grant Request:	\$27,841,124.50	CDE Minimum Match %:	24
Current Applicant Match:	\$11,931,910.50	Actual Match % Provided:	30
Current Project Request:	\$39,773,035.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Colorado Educational and Cultural Facilities Authority, Charter School Revenue Bonds, Series 2018A.
Total of All Phases:	\$39,773,035.00	Escalation %:	4
Affected Sq Ft:	83,600	Construction Contingency %:	5
Affected Pupils:	883	Owner Contingency %:	5
Cost Per Sq Ft:	\$475.75	Historical Register?	No
Soft Costs Per Sq Ft:	\$57.74	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$418.02	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$45,043	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	95	Who owns the Facility?	OtherFacilities

If owned by a third party, explanation of ownership:

GVA-N subleases from the Global Village Academy Northglenn Building Corporation, a 501c3 non-profit corporation, which leases from building owner.

If match is financed, explanation of financing terms:

Financial Data (Charter Applicants)

Authorizer Min Match %:	25	CEFCA or financing attempts:	1
< 10% district bond capacity?	N/A	Enrollment as % of district:	N/A
Authorizer Bond Attempts:	N/A	Free Reduced Lunch %	42
Authorizer MLO Attempts:	N/A	% of PPR on Facilities:	12
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	24
3yr Avg OMFAC/Pupil:	\$2,262.75	FY19-20 CSCC Allocation:	\$243,793.98

Who will facility revert to if school ceases to exist?

In the unlikely event that GVAN ceases to exist, the building would belong to the bond holders.

● **Facilities Impacted by this Grant Application** ●

MAPLETON 1 - Monterey Community School Renovation - Monterey Community School - 1960

District:	Auditor - Mapleton 1
School Name:	Monterey Community School
Address:	2201 McElwain Blvd
City:	Denver
Gross Area (SF):	46,287
Number of Buildings:	1
Replacement Value:	\$13,390,644
Condition Budget:	\$9,328,092
Total FCI:	0.70
Adequacy Index:	0.21



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,757,848	\$1,921,783	1.09
Equipment and Furnishings	\$305,138	\$0	0.00
Exterior Enclosure	\$1,107,093	\$808,344	0.73
Fire Protection	\$12,651	\$369,178	29.18
HVAC System	\$2,821,256	\$2,430,760	0.86
Interior Construction and Conveyance	\$3,180,242	\$2,388,568	0.75
Plumbing System	\$743,888	\$892,069	1.20
Site	\$1,725,002	\$884,150	0.51
Structure	\$1,737,527	\$0	0.00
Overall - Total	\$13,390,644	\$9,694,852	0.72

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: MAPLETON 1

County: Adams

Project Title: Monterey Community School Renovation

Applicant Previous BEST Grant(s): 5

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

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: This renovation and addition project will also include most of the options listed above. | |

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

The mission of Mapleton Public Schools, an innovative, diverse and deeply rooted learning community, passionately committed to the uniqueness and potential of each student, is to guarantee can achieve their dreams and contribute enthusiastically to their community, country, and world.

In the 2019-20 school year, Mapleton is serving 6,866 students in Adams County, just north of Denver, and an additional 2,292 students around Colorado through an online partnership school, Colorado Connections Academy. Of the students being served in the district's brick and mortar schools, 66% receive free or reduced lunch and 44% of students are learning English as a second language.

Mapleton has a long history of education reform. In 2001, troubled by declining test scores and graduation rates, leaders recognized the traditional system was failing students. In 2004, after community-wide strategic planning, Mapleton introduced a system of choice offering families a menu of small-by-design schools with varied instructional models.

In the 2019-20 school year, Mapleton's choice system is operating stronger than ever, with students having the ability to choose from various school models including Expeditionary Learning (EL), Big Picture, International Baccalaureate, STEM, Leadership, Community, and University Partnership, among others.

Since the district-wide reinvention, evidence of success offered through the small-by-design education approach includes:

- Increased graduation rates for six years in a row
- Increased student enrollment for eight years in a row
- Increased college acceptance rates, from 70% in 2006 to 98% every year since 2010
- Seven consecutive years on Improvement status, including several Performance Schools
- Community-supported bond and mill levy election in 2016

In 2010, Mapleton embarked on a multi-year capital construction campaign to address its aging facilities. In 2016, a District Facilities Taskforce, made up of more than 100 community members, studied state facility assessments and determined that there was an urgent need for improvements at several school buildings.

This BEST grant would support the health, safety, and security components of a renovation and addition project at Monterey Community School. In the 2019-20 school year, Monterey is serving 374 students in grades K-8, 74% of whom receive free or reduced lunch, and 51% learning English as a second language. Monterey is a Community School model, which focuses on partnerships between school and community resources, using an integrated focus on academics, youth development, family

BEST FY2020-21 GRANT APPLICATION SUMMARIES

support, health and social services, and community development.

Deficiencies Associated with this Project:

The Colorado Department of Education's latest Facility Index Dashboard found Monterey Community School to have an average FCI score of .72, noting deficiencies need to be addressed immediately as they present daily health, safety and security hazards. The district is fortunate that Monterey's school building is structurally sound and does not require a full rebuild. However, many of the current operating systems are functioning beyond their life spans and addressing the current deficiencies will require a substantial renovation.

Severe health, safety and security issues are presented by:

- The unmonitored main entryway/ inability to monitor activities throughout the building
- Disjointed building layout and building circulation
- Inadequate security systems
- Failing HVAC
- Old and deteriorating plumbing
- Lack of adequate fire alarm and sprinkler systems
- Inaccessible restrooms
- Dangerous parking/ pick up/ drop off
- Shared cafeteria/ gym space
- Problematic site layout/ playground
- Improper storm drainage
- Inadequate Electrical
- Lack of ADA

These issues create ongoing financial challenges for the district, which is spending a disproportionate amount of its maintenance budget to keep the building functional. Monterey's extensive list of health, safety and security deficiencies can only be addressed with a renovation and funding support from the BEST grant program.

Unmonitored Main Entryway/ Inability to Monitor Activities

Monterey Community School, constructed in 1961, has not had a significant upgrade in more than 25 years. Monterey's front office has no clear line of sight to the main entryway, creating safety and security hazards for students and staff. The main entry is equipped with a buzzer system, however Monterey office staff cannot see visitors who are requesting access to the building. Additionally, the entryway does not have a security vestibule. To verify who is requesting access to the building, office staff must leave their workstation and walk to the front entrance, where only one glass door stands between the staff member and the guest. Not only is this system inefficient, it creates many safety and security risks for the entire school. From the outside of the building, it is unclear where the main entry is, which can make emergency response difficult. The unusual layout presents severe safety and security issues, including an unusual layout and many unsupervised entryways, making it nearly impossible for school staff to monitor activities happening inside and outside of the building.

Building Circulation

The site layout and circulation also pose health, safety, and security hazards for students and staff. Currently, the center of the school building contains large walls that make up some classrooms and the library. This means all K-8 students use the same narrow, circular hallway to access rooms throughout the school. The hallways also have areas with limited to no visibility, where someone could possibly hide. The building has narrow staircases and segmented rooms, making the building feel disjointed and difficult to navigate. If an emergency were to occur inside the building, it would be nearly impossible to monitor the activity and appropriately provide for the safety of students and staff. The current layout is a continuous concern during daily arrival and dismissal times, and also during emergency drills when students simultaneously move in and out of the building.

A primary example of Monterey's dangerous layout are the narrow, steep staircases. There are two existing stairways that are

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five feet wide and are completely enclosed. This is a safety and security concern as up to 100 students are using these staircases in just one passing period. The stairs have resulted in numerous student and staff injuries. The stair landings at the top of the stairs are also dangerous, as they are also too steep and narrow. The renovation will allow the district to maximize the existing building's space by modifying existing classrooms, hallways, and staircases to provide a floor plan better suited for the safety and security of our students.

Inadequate Security Systems

Monterey Community School has 10 exterior doors, most without camera monitoring, making it impossible to see who is near the building or who is attempting to gain access into the building. There are several doors located at the bottom of narrow stairwells with plenty of spaces for possible intruders to hide. These doors have no direct line of sight from the main office or any classroom and are not monitored by staff. Monterey does not have a building-wide security system to reflect current safety standards and expectations.

Some of Monterey's exterior and interior doors have to be chained shut periodically to stay locked and keep unwanted guests from intruding. This creates a life safety concern should students and staff need to exit the building in an emergency. To direct students in and out of the building during recess and for dismissal, the doors on the north side of the building must be propped open to function. This provides easy access for potential intruders. Additionally, Monterey does not have an automated lockdown system. Every school day, Monterey staff are tasked with manually locking each exterior door. This is especially dangerous in the case of a lockout situation, when schools are notified of a threat in the surrounding neighborhood. The interior doors within the building also pose a safety and security threat, as all classrooms need to be manually locked. All classrooms need to be locked from the outside with a key, which means teachers would need to go into the hallway to lock their classrooms during an internal emergency.

HVAC

The heating and cooling systems at Monterey are failing, making it nearly impossible to control the temperature throughout the building. Monterey classrooms are often either too cold or too hot, making them unsuitable for learning. When the heat comes on, Monterey classrooms can reach up to 90 degrees. When the heat does not come on, classroom temperatures drop to a near 50 degrees. Students often need to be taken out of the classroom when portable heaters are not enough to maintain warmth. In the frigid winter months, teachers are often running from classroom to classroom sharing space, warmth and portable heaters. The inability to control and repair the existing HVAC system causes the surface area of the building's interior heating elements to heat up to dangerous levels. Students are in the most danger at the top of the staircase located on the north side of the building. All students must use this staircase to access the shared cafeteria/gym space. In this narrow, heavily traveled space, students are at risk of bumping into the dangerously hot cabinet unit heater located at the top of the stairs. The current hydronic piping is old and deteriorating, which compounds the issues related to the inadequate HVAC equipment.

Monterey's antiquated mechanical system was not designed to bring in fresh air as required by current codes. The lack of fresh air is a health risk for students as there is no adequate ventilation throughout their entire school day, which contributes to the spreading of germs and it exposes them to possible dust, allergens, and chemical pollutants.

Plumbing

Monterey's aging plumbing system is slowly failing, with much of the piping rusting and deteriorating. The deteriorating piping is causing moisture seepage throughout the building. Pipes have burst on several occasions causing flooding and the potential for mold growth. One recent instance of flooding was so severe that school had to be canceled for an entire day. The carpet has been removed from several classrooms because of the flooding, and one classroom is currently completely unavailable for use.

Fire Alarm and Sprinkler System

Monterey's fire alarm system is outdated and does not meet current code. On occasion, during fire drills, the fire alarm

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system malfunctions which is a huge ongoing safety and security concern. The building also does not have a sprinkler system as required by current building codes. This is a safety and security concern as there is no installed sprinkler system in the building to mitigate injuries in the case of an actual fire emergency.

Inaccessible Restrooms

The plumbing infrastructure in the existing restrooms has been identified as a major health and safety concern for Monterey students. Frequently, restrooms will need to close due to flooding and plumbing issues, rotted pipes and sewage. When a restroom is closed, the high volume of students using the remaining restrooms puts additional strain on the aging system. There is surface mounted piping in almost all of the student restrooms. Any possible exposure to sewage and restroom flooding creates serious health risks for students and creates an unpleasant learning environment. Restrooms do not have the code required air exchanges, and there are no exhaust systems to ventilate the restrooms. This contributes to the poor air quality noticed throughout the main building. For each restroom unit, the main restroom doors frequently have to be held open with chains to mitigate this problem.

Asbestos

Mapleton has a full assessment being completed by RLH Engineering. Initial indications are that asbestos will be found in pipe fittings, pipe insulation, floor tiles, block filler, door and window caulking, and asbestos-containing drywall. These findings pose a danger if a student becomes exposed to friable asbestos.

Parking/ Pick Up/ Drop Off

Monterey's existing traffic flow is confusing, congested and creates daily safety hazards as students and staff enter and exit the school building. Originally designed as a walking neighborhood school, the school does not have adequate bus lanes, parent drop off lanes, or parking areas. The main parking lot is located on the north (back) side of the building. A small visitor parking lot is located on the south (front) side of the building, but dead ends near the main entrance. To accommodate all students who take a bus to school, the bus lane is located inside the main parking lot, despite the parking lot not being designed to accommodate bus traffic. The original bus lane, which is too small to handle Monterey's bus traffic, is now the parent drop-off and pick-up area, and is located right next to the main parking lot and bus lane. Staff, bus, and parent traffic, as well as students who walk or bike to school, all converge in the same area, creating congestion and chaos during busy arrival and departure times. Also, the parking lot entrances and exits are located at the top of a hill that creates a dangerous blind spot. As bus pick-up and drop-off is occurring, neighborhood cars are entering and exiting the narrow, hilly road, leading to an extremely congested, challenging and ultimately dangerous student pick-up and drop-off area. The volume of cars entering and exiting the property in a disorganized way causes numerous fender benders on a yearly basis, and near misses with students.

Shared Cafeteria/Gym Space

Monterey's shared cafeteria/gym space is dangerous, inefficient, unhealthy, and has many negative impacts on student learning. As a shared space, cafeteria tables are attached to the gym walls. The tables are lowered during lunchtime and folded during gym. These tables are unsafe. During PE, students can lean or bump into the tables, which can cause the tables to fall down during PE. One student was seriously hurt when a lunch table came loose and fell down. As both a cafeteria and gym, the room gets very hot and the ventilation is very poor. The combination of food prep taking place in the directly adjacent kitchen and students exercising in the gym makes for potentially unsanitary conditions.

To ensure that each student has an opportunity to eat, the time the physical education teacher can actually use the gym is severely limited. During the two-and-a-half-hour lunch block, PE has to be taught in the hallway and in varying classrooms to accommodate lunch. Lunch hours and eating times have been compressed as much as possible to allow for all grades to have physical education. On indoor recess days, students are confined to classrooms and do not get those much-needed opportunities to move around.

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Site Layout/Playgrounds

Monterey's site presents serious safety concerns. The sidewalks surrounding the building are uneven. The uneven sidewalks lead to unsafe transitions to and from the playground, which are used on a daily basis throughout the school day.

The playground is located a significant distance from the building. To access the playground for recess, students use one of the many secondary exits and walk down a hill. It can be extremely difficult to monitor students as they travel from the building to the playground. There is no line of sight to the playground from any classroom or the main office.

Because the playground is located so far away from the building, the parking lot, and the road, it is nearly impossible for the playground to be accessed by emergency vehicles. When a student is injured on the playground, staff must carry the student back to the building for emergency crews or district health services staff can address the student's injuries. This happened recently when a student fell and broke his arm. This creates dangerous delays in getting emergency response teams on site, should a student be severely injured. Another limitation to emergency personnel response is that the site does not have a fire lane, which prohibits easy access to the building in the case of an emergency.

Educational Suitability

Monterey was built as an elementary school, currently serving elementary and middle school students. It was built with no dedicated spaces for music, PE, science, and project-based learning.

Storm Drainage

The drainage system in place on the Monterey site is a safety concern, especially during the winter months. There are substantial elevation changes and rolling hills across the site. North of the building, there are several areas in which the existing grading directs water flow back toward the building. Although there are several swales in place to direct the flow away from the building, flow still manages to bypass these channels and enter the classrooms via windows that are situated very low to the ground. This is a safety concern because excess water seeps into the building. Also, the ice buildup on this heavily trafficked side of the building has led to numerous injuries, with staff, students, and parents falling.

Inadequate Electrical

Significant electrical issues exist throughout many areas of the Monterey building. Drinking fountains leak onto exposed electrical connections. When students are using the water fountain, water sprays onto the exposed electrical receptacles. The main electrical closet for the building does not reliably lock and is easily accessible and located in an area that is visible for all students and staff. Classrooms have very few outlets, forcing teachers to use power strips and extension cords, often to a dangerous extent.

Lack of ADA Compliance

Monterey is not ADA compliant. As a two-story building, Monterey's second floor can only be accessed by stairs or an external ramp on the north side of the building. Although most classrooms are on the first floor, the shared cafeteria and gym space is on the second floor, making those essential learning spaces completely inaccessible to handicapped students. Many students with accessibility needs in the district are unable to select Monterey as their school of choice because the layout of the building does not accommodate them.

Proposed Solution to Address the Deficiencies Stated Above:

Mapleton Public Schools considered replacing the Monterey facility but discovered that its significant deficiencies could be addressed with a major renovation and new addition. Mapleton is working with Sampson Construction and RB+B Architects on a plan to address Monterey's deficiencies related to health, safety, security, and educational suitability.

The solution is a very cost-effective renovation and addition, totaling \$13,473,600.92, which will address the significant deficiencies described above. While the district is required to provide a 47% match, Mapleton currently has the ability to

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provide 72% of the total project cost. The district's request to BEST is \$3,772,608.28. This will extend the life of the existing building to serve future generations of Mapleton students, while also saving valuable capital improvement dollars.

Unmonitored Main Entryway/ Inability to Monitor Activities

The renovation will completely reconfigure Monterey's entryway to address the line of sight issues and make the front entrance more visible and accessible for staff, families and emergency responders. The renovation will allow for the parking lot to be on the south side of the building, as well as a new window on the west side of the administrative area to provide staff the ability to monitor the front door. This will allow the main office to have a direct line of sight to the front entrance, the new playground, and the parking lot. The entryway will also be equipped with a secure entry vestibule, which will provide a second layer of control for security.

Building Circulation

To address the circulation problems, the building's current layout will be reconfigured. The renovated building layout will consist of opening up the existing central core spaces, such as the library, which will provide for more natural light and line of sight throughout the building. This will improve the instructional flow to allow students and staff be able to move from the front of the building to the back of the building safely. Ultimately, staff will be able to more easily monitor the heart of the school, wayfinding will be greatly improved, and hiding spaces for possible intruders will be eliminated.

Inadequate Security Systems

Exterior and interior door hardware will be replaced to meet district standards, enhancing safety and security for all students and staff. The building's existing exterior doors will be completely replaced and equipped with an updated security system and door position monitoring. This will include access control on doors, card readers, request-to-exit devices, electronic strikes and door contacts. A lockdown system will be installed, allowing staff to efficiently lockdown the exterior doors in the case of an emergency. All interior doors, including classroom doors, will receive new locksets with interior push buttons for lockdowns.

HVAC

Monterey's renovation will allow for a complete upgrade to the current HVAC systems to improve thermal comfort, meet current building codes, and improve the classroom learning environment. The existing unit ventilator system will be replaced with centralized rooftop units. The rooftop unit system will provide both heating and cooling with individual control to each classroom, reduce noise due to HVAC equipment in the classrooms, and provide better control of measurable quantities of ventilation air. The system will also provide carbon dioxide sensors for control of air ventilation, and a variable air volume system providing for a more energy-efficient HVAC overall. New redundant condensing boilers will replace the existing cast iron boilers which will improve the energy efficiency of the building. Redundancy of boilers and pumps will be provided to maintain building heat in the event of an equipment failure. The existing failing heating water piping distribution will be replaced and upgraded to alleviate building flooding concerns.

Plumbing

All plumbing will be replaced, which will alleviate building flooding concerns. Deteriorated waste and storm piping will be replaced. The domestic water piping distribution will be upgraded to include isolation valves allowing select restrooms to be shut off for maintenance without shutting off water to the entire school. All new restroom lavatories will be provided with code-compliant hot water piping fixtures, which reduces wait times for hot water. Temperature mixing valves will be provided at all new sinks and lavatories to prevent hot water from scalding the students.

Fire Alarm and Sprinkler System

Monterey will receive a completely new fire alarm system that will bring the building to code. This will include a new emergency voice evacuation fire alarm system, capable of notifying all building occupants of multiple types of emergencies. All

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areas of Monterey's building will be provided with a new water-based sprinkler system to include full coverage as required by current building code. A typical wet-pipe system will be provided and will include automatic sprinklers which will discharge immediately when activated by heat.

Inaccessible Restrooms

Student restrooms will be renovated and enhanced with updated plumbing fixtures and rerouting or concealing the exposed piping to address the existing health and safety concerns. The renovation will also include an update to the general exhaust fans which are more than 30 years old and have reached service limit, providing an exhaust system to ventilate the restrooms. The current restroom ceilings, cabinet unit heaters, and air devices will also be replaced. This will enhance the air quality control within the restroom and throughout the building.

Asbestos

There will be a full abatement and removal of any asbestos throughout the building.

Parking/Pick Up/Drop Off Area

The existing site will be reconfigured to improve traffic flow. A new main parking lot and new bus loop will be built on the south side of the building. Visitors will have a clear path to the main entrance and Monterey staff will be able to monitor who is approaching the building. The reconfiguration of the existing parking spaces will divert buses and cars to different entrances and exits and away from the blind hill, making the road safer for everyone and eliminating dangerous congestion in front of the school.

Shared Cafeteria/ Gym Space

The current shared cafeteria/gym space will be renovated to become a cafeteria only. The cafeteria tables will be replaced and upgraded. This will create a safer, healthier, and cleaner place for students to enjoy breakfast and lunch. A gym addition will be constructed on the west side of the building. The gym will be big enough to serve all students in grades K-8, will include proper storage, ventilation, and will provide safe space for indoor play.

Site Layout/ Playgrounds

To address the current building exterior/ playground concerns, the renovation will move the existing playground to a more accessible location that provides a complete line of sight from the main office of the building. This will allow staff to better supervise students as they move to and from the building to the playground. The renovation will also consist of a fire lane that provides the local fire department with access to all sides of the building.

Educational Suitability

The renovation will provide for a dedicated middle school area, suitable for older students. The renovation will also provide for an area adjacent to the library for project-based learning. The building addition will provide a dedicated space for music instruction, PE and science. The education spaces will be upgraded with state-of-the-art interior lighting and fixtures.

Storm Drainage

Grading and earthwork will be done to address the building drainage issues. The earthwork will redirect the flow of excess drainage away from the building. There will also be two detention ponds installed to temporarily store stormwater runoff and help prevent flooding.

Inadequate Electrical

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With a renovation, all building electrical components will be replaced to meet current code. This includes updating all outlets to be tamper proof, updating the ground fault interrupting outlets, and replacing existing fluorescent lighting with LEDs. This will remedy all concerns related to exposed and antiquated wiring.

Lack of ADA Compliance

The renovation will significantly change the buildings current ADA compliance. The renovation will include for an elevator to provide ADA access to the second level cafeteria, an ADA compliant restroom will be built, existing restroom groups will be upgraded to improve accessibility, and the addition of six total ADA parking lots.

How Urgent is this Project?

Mapleton Public Schools is very fortunate that Monterey's health, safety and security deficiencies can be addressed with a renovation of the existing building. However, the deficiencies must be addressed now in order to prevent a more expensive rebuild in the future. If a renovation is not completed soon, the deficiencies described above will continue to worsen and to jeopardize student health, safety, and security.

Some example of the most urgent needs at Monterey are listed below:

Unmonitored Entryway/ Inability to Monitor Activities

There is no line of sight from the main office to the entrance, preventing staff from knowing who is requesting entry into the building. Until the entrance of the school building are addressed, students will to continue to learn in a safety compromised environment.

Building Circulation

Monterey's current layout is disjointed and does not provide for line of sight or circulation throughout the building. This is an urgent safety concern as staff are unable to monitor activities within the school building on a day-to-day basis or in case of an emergency.

Inadequate Security Systems

All building exterior and interior doors must be manually locked because of the lack of an electronic lockdown system. This puts students at risk as the lockdown protocol is inefficient and ultimately dangerous.

HVAC

With little ability to control the school's internal air temperature, students and teachers are forced to learn in very uncomfortable settings, with comprised air quality. The health concerns posed by the outdated mechanical systems will continue to worsen if the renovation of Monterey is postponed.

Plumbing

The plumbing system is outdated, with old deteriorating pipes that create issues throughout the building and classrooms. Addressing this now will prevent possible student exposure, unhealthy conditions, and prevent costly repairs in the future.

Fire Alarm and Sprinkler System

Monterey's fire alarm system does not meet current code and malfunctions periodically. In the case of a real fire emergency, students are at risk of getting injured and not efficiently getting out of the building. The non-existent sprinkler system is also a safety concern as, in the case of a real fire emergency, there is no sprinkler system to deter the fire from expanding.

Parking/ Pick Up/ Drop Off

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The parking/ pick up/ drop off at Monterey is unsafe for students, staff and the community. The space does not properly accommodate the needs of the school and therefore, puts students at risk during the busy drop off and pick up times.

Shared Gym/ Cafeteria

The sanitary concerns presented by a eating and activity shared space, as well as the safety and security concerns that come with the unsecured tables, need to be addressed immediately.

Site Exterior/ Playground

Monterey's Building exterior consists of numerous unmonitored entryways with dark, secluded stairwells along the back of the building that create dangerous hiding areas. The playground is located a significant distance from the building, which is an urgent safety concern as staff are unable to monitor students from the building or see if there are any unwelcome visitors during the school hours.

Storm Drainage

If water continues to drain toward the building and seep into classrooms through the ground-level windows, the building will soon be damaged beyond repair and will need to be demolished.

The district cannot delay this opportunity to preserve resources while working to protect Mapleton's students and staff. The proposed solution for Monterey maximizes district dollars and BEST funds by leveraging the existing structure to make necessary site improvements. BEST funding support is needed to make these renovations as one project which addresses all of the existing health, safety, and security issues.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

For the 2019-20 school year, Mapleton Public Schools had an Operations and Maintenance budget (including utilities) of \$6,526,703. This is approximately \$1,025 per funded pupil (excluding Colorado Connections Academy, Mapleton's online contract school). The actual expenditures for Operations/Maintenance over the past six years are as follows:

2015-16:

Salaries: \$2,421,242

Benefits: \$771,513

Purchased Services: \$874,914

Supplies and Materials: \$1,147,331

Property: \$12,914

Other: \$2,139

Total O & M: \$5,230,053.

2016-17:

Salaries: \$2,395,905

Benefits: \$770,089

Purchased Services: \$1,001,675

Supplies and Materials: \$1,187,842

Property: \$13,682

Other: \$3,025

Total O & M: \$5,372,318

2017-18:

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Salaries: \$2,324,156
Benefits: \$745,828
Purchased Services: \$1,210,142
Supplies and Materials: \$1,261,031
Property: \$33,743
Other: \$2,393
Total O & M: \$5,577,563

2018-19:

Salaries: \$2,585,303
Benefits: \$812,245
Purchased Services: \$1,297,222
Supplies and Materials: \$1,334,840
Property: \$11,581
Other: \$3,086
Total O & M: \$6,044,277

Operations and Maintenance allocations have increased over the past several years due to aging facilities and failing systems. District needs have been assessed and prioritized based on a hierarchy of impending needs to address adequate safety and security of students. Mapleton maintains a five-year operational plan which prioritizes larger capital improvements, major equipment purchases, and transportation fleet upgrades based on the urgency of need. Mapleton also allocates funds to a Capital Reserve Fund, as required by state law, for the purpose of funding capital project needs of the district.

The Capital Reserve Fund was budgeted over the past six years are as follows:

2015-16 Capital Reserve:

Total Allocation: \$1,390,000
Student FTE: 5,870
Allocation Per Pupil: \$237.

2016-17 Capital Reserve:

Total Allocation: \$1,748,541
Student FTE: 5,896
Allocation Per Pupil: \$296.

2017-18 Capital Reserve:

Total Allocation: \$1,870,000
Student FTE: 5,978
Allocation Per Pupil: \$313.

2018-19 Capital Reserve:

Total Allocation: \$1,100,000
Student FTE: 5,978
Allocation Per Pupil: \$184.

For 2019-20 school year, the Capital Reserve Fund budget is \$300,000, or \$47 per funded pupil.

This allocation would have been much higher were it not for several buildings in the district undergoing major renovations or replacements as a result of the ongoing construction program. A large percentage of these funds are dedicated to facilities repairs and improvements. These funds may be used for HVAC projects, plumbing, roofing, fencing, paving, painting, and other capital site improvements. Another \$20,000 for repairs and maintenance is found in the Insurance Reserve Fund to cover the cost of uninsured damage to property. The district is not able to budget for all of Monterey's renovation in its capital

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reserve or construction budgets; nor is Mapleton’s annual per-pupil funding sufficient to address Monterey’s extensive facility needs while supporting the operating costs of educating students. The current size of our annual capital reserve budget is more than sufficient to maintain and prolong the life of school buildings, especially as our buildings are renovated and/or replaced. Planning future expenditures for routine items such as HVAC maintenance, necessary roof repairs, and periodic upgrades to interior finishes will ensure the new building serves many generations of students. After the renovation, Monterey will be 48,610 square feet. In order to ensure that the building is properly maintained, the district will create a specific maintenance plan to ensure the long-term viability of the facility (routine inspections, maintenance schedule, etc.). The district’s staff includes a groundskeeper, locksmith, plumber, electrician and a designated HVAC technician for the building. The building will also have dedicated custodial staff (staffing is designated per square foot). All staff will be trained on all of the new systems to ensure that staff are able to maintain the facility. Given maintenance costs for the existing facility, the district estimates that it will cost less to maintain the renovated facility. In the current building, most of the systems are failing and the preventative maintenance plan has become nearly irrelevant.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Monterey Community School has been owned and operated by Mapleton Public Schools since its construction in 1961. Monterey is located on 15 acres of property at the intersection of McElwain Boulevard and Rainbow Avenue in unincorporated Adams County. The facility has been used as a public school building since its construction. The school building was built in accordance with construction standards enforced at the time.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Monterey Community School has had no major renovations in the last 25 years. In 1965, Mapleton constructed a seven-classroom addition on the east side of the building. In 1994, the curved administration suite was constructed on the south side of the building. Only mechanical and electrical repairs have been made inside of the building since 1994. Three years ago, Mapleton used bond funds to replace the school’s leaky roof, as it was operating beyond its life span and was creating an unsafe learning environment for students.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Mapleton Public Schools has pursued many avenues of funding to address the school facility needs. The district was awarded a School Security Disbursement grant to help standardize security systems throughout all Mapleton schools. In the Summer of 2020, the district will apply to an Adams County Open Space grant to work on additional outdoor amenities at Monterey.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district annually allocates dollars to a general fund operations/maintenance budget (\$6,526,703, or \$1,025 per pupil in 2019-20) and to the Capital Reserve Fund (\$1,032,935 or \$162 per pupil in 2019-20). These budgets are driven, in part, by 5- and 10-year master plans for larger-scale improvements at all district sites.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Monterey Community School’s annualized utility cost for the 2018-19 school year was \$81,192, or \$1.67 per square foot. With a renovation, Mapleton anticipates a reduction in annualized utility costs for Monterey. Incorporating sustainable design criteria into the district's construction program is a priority for Mapleton’s Board of Education. The Board has directed staff to ensure that with each school renovation, project consideration is given to sustainable, efficient designs and best practices. Sustainable design offers many benefits, including the energy savings associated with efficient windows, lighting and mechanical systems. Such energy savings are often reflected through utility costs. Using energy model data, we can assume a building designed and constructed using the Collaborative for High-Performance Schools (CHPS) guidelines would see about a 30% reduction in utility costs per square foot.

Current Grant Request:	\$3,772,608.28	CDE Minimum Match %:	47
Current Applicant Match:	\$9,700,992.72	Actual Match % Provided:	72
Current Project Request:	\$13,473,601.00	Is a Waiver Letter Required?	No

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Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Nov. 2016 Bond Election
Total of All Phases:	\$13,473,601.00	Escalation %:	0
Affected Sq Ft:	48,610	Construction Contingency %:	7
Affected Pupils:	373	Owner Contingency %:	3
Cost Per Sq Ft:	\$277.18	Historical Register?	No
Soft Costs Per Sq Ft:	\$48.90	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$228.28	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$36,122	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	130	Who owns the Facility?	District

If owned by a third party, explanation of ownership:
N/A

If match is financed, explanation of financing terms:

Mapleton Public Schools is using cash from the 2016 bond proceeds.

Financial Data (School District Applicants)

District FTE Count:	6,336	Bonded Debt Approved:	\$181,705,000
Assessed Valuation:	\$991,891,049	Year(s) Bond Approved:	10, 16
PPAV:	\$156,548	Bonded Debt Failed:	\$67,000,000
Unreserved Gen Fund 18-19:	\$5,950,516	Year(s) Bond Failed:	14
Median Household Income:	\$64,934	Outstanding Bonded Debt:	\$135,346,328
Free Reduced Lunch %:	57.9	Total Bond Capacity:	\$198,378,210
Existing Bond Mill Levy:	19.987	Bond Capacity Remaining:	\$63,031,882
3yr Avg OMFAC/Pupil:	\$7,397.74		

● **Facilities Impacted by this Grant Application** ●

SPRINGFIELD RE-4 - Springfield HS - Addition/ Renovation - Springfield Jr/Sr HS - 1958

District:	Auditor - Springfield RE-4
School Name:	Springfield Jr/Sr HS
Address:	389 TIPTON STREET
City:	SPRINGFIELD
Gross Area (SF):	60,806
Number of Buildings:	6
Replacement Value:	\$11,977,300
Condition Budget:	\$8,308,469
Total FCI:	0.69
Adequacy Index:	0.31



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,776,910	\$2,007,730	1.13
Equipment and Furnishings	\$347,967	\$343,004	0.99
Exterior Enclosure	\$2,217,389	\$1,022,516	0.46
Fire Protection	\$2,841	\$646,860	227.68
Furnishings	\$120,469	\$72,400	0.60
HVAC System	\$1,169,939	\$1,269,773	1.09
Interior Construction and Conveyance	\$2,858,399	\$1,936,954	0.68
Plumbing System	\$843,366	\$767,001	0.91
Site	\$819,067	\$673,087	0.82
Special Construction	\$230,275	\$287,843	1.25
Structure	\$1,590,679	\$0	0.00
Overall - Total	\$11,977,300	\$9,027,168	0.75

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Applicant Name: SPRINGFIELD RE-4

County: Baca

Project Title: Springfield HS - Addition/ Renovation

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

General Background : Town of Springfield

- Springfield School District (SSD) serves the rural town of Springfield, Baca County; located in the southeastern corner Colorado; largest town in the county and holds the official county seat

- The estimated town population is 1,451 (2010 census)

SSD Demographics:

- SSD enrollment has remained steady over the years with a current PK-12 student population of 300

- There has been a steady increase of students requiring mental health and counselling services and we have added a FT Jr./Sr. HS Counselor and PT ES counselor

- Teachers/Staff: 12 Elem, 11 Jr./Sr. High School, 2 special ed. 1 Title One, 4 para-pros, 4 Pre-K instructors, 2 administrators.

- An average of 59.5% of students qualify for free or reduced lunch: Elem: 60%; Jr./Sr. His: 59%

Academics and Educational Programming

- Operates on a 4-day school week with daily electives available to Jr./Sr. HS students and weekly art for ES students.

- SSD offers phys. ed, Vo-Ag/FFA programs and Family and Consumer Health.

- Currently working towards increasing our device inventor to offer 1:1 technology to students.

- We boast of a graduation rate average of over 90% for the past two decades with 64% of student over the past 4 years pursuing further education upon graduation.

- We have had Daniels Fund Scholars in nearly every graduating class since the inception of the program and have had 3 Boettcher Scholars and have one finalist this year.

Affected Facility

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- 11 separate buildings make up the district; due to the spread-out configuration of district facilities, students are often required to travel outside, in-between buildings throughout the school day.
- Elementary School: Operates out of 3 separate buildings: Pre-K (# of students); Kindergarten (2 classrooms, 20 students); Elementary Building (12 classrooms, 110 students). The ES facility, constructed in 1949 is extremely outdated and incapable of meeting 21st century learning needs.
- Cafeteria and Band, Art, Weight Room: All separate facilities that students must transition to throughout the day.
- Vo-Ag Building: Located 1,000 feet away from Jr./Sr. High School; industrial facility, intercom system cannot communicate with rest of District facilities.
- Home Economics Cottage: Located 2 blocks west of Jr./Sr. High School Building and students must walk across a public road to access this facility.
- Jr./Sr. High School: Currently receiving a BEST Safety and Security upgrade, minor renovations needed to accommodate consolidated space and mitigate asbestos.

Facility and Maintenance Programs:

- SSD has a maintenance supervisor that oversees all facilities on campus, completes yearly inspections on district systems and monitors owner's manuals to follow recommended service procedures.
- District meets annually with maintenance, admin. and the board to determine current and future facility maintenance needs for all eleven properties as well as two additional sites used as an office and teacher housing.
- When additional projects are needed the district evaluates the budget's capability to meet that need. If it is determined that needs can be met, then it is added to the next budget.
- The district's yearly budget contains a \$100-\$125/student O&M budget which the supervisor determines the priority needs. SSD budgets \$250 - \$300/FTE

Past Capital Construction Projects:

- The majority of SSD capital improvement projects have been completed out of necessity. From replacing every roof on campus due to hail damage to replacing carpet that is over 20 years old, we have had to allocate the majority of our funding towards temporary, stop-gap measures and emergency situations. We were extremely fortunate to receive a Safety and Security BEST grant for our Jr./Sr. High School last year, which will serve our students for years to come. We can only hope to provide the same feeling of Safety and Security to our PK-6 students.

Deficiencies Associated with this Project:

CAMPUS CONSOLIDATION AND RENOVATION AT SPRINGFIELD SCHOOL DISTRICT

In order to ensure a comprehensive understanding of the current situation at Springfield School District we carefully planned and executed a process to identify all district deficiencies. At the outset, it was our priority to fully understand the condition of each facility on the SSD campus and subsequently appraise how the condition of each school building affects student learning outcomes, student/faculty safety and fiscal stewardship of the school district. SSD hired an Owners Representative and Architecture firm to assess all district facilities with exterior, interior, code compliance and site conditions in mind. Completing diligent research has enabled our development a comprehensive, financially responsible solution will best serve SSD students and staff for years to come.

Assessing each facility on a micro-scale was vital in developing a solution that would address deficiencies on a macro-scale for

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the entire district. Through the assessment process, asbestos was identified as present throughout all campus facilities; this puts students at daily risk of exposure. All building systems were identified as operating well beyond their useful life with the most dire circumstance at the elementary school where nearly all building systems are original to the building and at least 40 years old. Additionally, the age and lack of electrical adaptability throughout campus restricts technology capabilities in the classroom. The most evident safety and security concern is posed by eleven separate facilities make up the Springfield School District campus. The following facilities are not connected to each other and are each a stand-alone facility:

- JR./SR. High School
- Elementary School
- Pre-K
- Kindergarten
- Cafeteria and Band Room
- Art Room
- Vocational Agriculture (Vo-Ag)
- Home Economics (Home Ec)
- Weight Room
- Maintenance Building and Shop

The disjointed nature of our campus means that every single one of our students has to travel outdoors and in-between facilities at least once per day during class time. The youngest of our students, the Pre-K, Kindergarten and Elementary school students, must travel outside at least twice per day to access the cafeteria. This issue has far surpassed mere inconvenience. Between volatile weather and the inability to adequately monitor the vehicular and visitors that accompany students travelling outside during class transitions, the need for a consolidated campus is undeniable. This solution will address the multitude of deficiencies listed below.

The following is a summary list of our existing conditions at SSD. All deficiencies affect health, technology deficiencies, safety, accessibility and/or functionality of our students, staff and families.

SAFETY AND SECURITY

REMOTE PRE-K FACILITY: Pre-K students must walk from the Pre-K classrooms to the cafeteria at least twice per day for breakfast and lunch. This walk exposes Pre-K students, our youngest students to multiple commutes from the school back and forth to the cafeteria. Students walk over sidewalks, through parking lots, across the maintenance garage work-area, and through a bus run on their way to the cafeteria. Students must also walk across non-gated driveway area where cafeteria and maintenance deliveries arrive throughout the day. There have been several instances where cars have been passing through this driveway as students were preparing to cross the street. No one has been hit yet, but this risk is not something that we want we want to leave up to chance.

REMOTE KINDERGARTEN FACILITY: Kindergarten students must walk 400 meters from homeroom classrooms to the cafeteria at least twice per day for breakfast and lunch. Students also travel to the elementary school building throughout the school day for music class and physical education. Students exposed to daily variations weather, and often travel on a path that is icy, wet and unprotected from vehicle traffic in the bus lane and northeast parking lot. A large portion of the school day is spent preparing students to move from building to building. These students are nearly the youngest in the district. Our 4-5-year old

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children must put on coats, boots and travel outdoors sometimes 5 times per day, which creates ten minute transition cycles, affecting learning. Most adults would have a hard time re-focusing after numerous instances of outdoor travel, let alone Kindergarten students.

REMOTE ELEMENTARY SCHOOL (1st through 5th Grade): Elementary school students must also make the trek to the cafeteria twice per day. No student, especially those under the age of ten, should have to make a journey to access a daily need as vital as sustenance. Also, Fifth grade students must travel outside to access band instruction. This facility, located at yet another separate building, is 1,500 feet away from the elementary school building and requires students to cross the same driveway that Kindergarteners and Pre-K students must traverse, creating similar hazards. This daily travel also requires students to cross through our maintenance department areas which poses dangers in the form of equipment and vehicles.

REMOTE ART AND WEIGHT ROOM: The Art room is a remote brick building that students must travel outdoors to access, and the ceramics kiln is located within the district's maintenance facility, presenting numerous safety concerns for students, faculty and maintenance staff. The wrestling room is attached to the high school gym by a breezeway, but the weight room is a stand-alone facility. Learning that takes places in these classrooms is vital in our students receiving a well-rounded education. As with the numerous other stand-alone facilities on campus, this daily outdoor travel disrupts learning, puts students at risk of harm and impedes teacher and staff ability to monitor students. Effective and timely communication between these buildings only happens because faculty have cell phones. There is no public address system or fire alarm system linking the various buildings around the middle high school.

REMOTE HOME ECONOMICS COTTAGE: The Home Economics building is located 2 blocks west of the main Jr./Sr. High School Building. Not only do students need to walk outside, sometimes in severe weather, to access this building, but they also must walk down 5th Avenue – a public town street. They are often walking on sidewalks next to traffic on a walk where only one-half of the way has sidewalks. Oftentimes, if not monitored, students will even walk in the middle of the road on the way to class. Students and staff to run the risk of experiencing a vehicular related injury when making this walk on a daily basis. This significant concern can be easily remedied by a consolidated campus.

REMOTE VO-AG BUILDING: The Vo-Ag facility, which services 90-100 students daily, is located about 1,000 feet from the main Jr./Sr. High School Building. When traveling to the Vo-Ag facility, students walk on the same travel lane as district vehicle traffic entering and leaving the vehicle storage facility. The necessity of students to walk outside to access this building poses a multitude of safety and security concerns. Jr./Sr. High School students will soon benefit from a much more secure Jr./Sr. High School facility but the moment they leave this building to access the Vo-Ag building they navigate ever-changing weather conditions and lose valuable instructional time.

REMOTE CAFETERIA/BAND ROOM: The cafeteria is not connected to other district facilities and students must travel outside to access the cafeteria at least twice daily. Students as young as 4 are having to walk outside no matter the weather to simply access breakfast and lunch. This daily outdoor travel disrupts learning, put all students at risk of harm and makes it difficult for teacher and staff to monitor our 300+ students. The band room is located in a metal building connected to the cafeteria. Students must travel outdoors to access band programming as well.

OUTDOOR TRAVEL IN SEVERE CONDITIONS: Each day, during numerous daily outdoor classroom transitions, students walk on sidewalks, parking lots, across playgrounds and a bus run. Due to the configuration of campus buildings, many of these areas do not get direct sunlight during winter months and expose students to a wide variety of weather conditions throughout the school year. Transitions times between classes, before and after breakfast and lunch affect the schedule frequently and requires time and teacher resources to monitor and chaperone students from location to location.

UNSECURE BUILDINGS: There is no single point of entry at the elementary school facility which poses a significant safety and security risk. There are 7 exterior double-doors, an entrance off of each storage room (13 in total). While IA phones have been added at three of the main entrances, students are able to come in and out of all doors throughout the school day. These doors are sometimes left open during school hours, on nights and even weekends. The number of entry-points into the building makes it impossible to monitor during the school day presenting an unacceptable security situation for students and faculty.

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OUTDATED LIGHTING: T-8 lighting that was installed in all classrooms in 2005 and is now outdated. The poor lighting throughout the school negatively impacts the learning environment of students.

INSUFFICIENT EXTERIOR LIGHTING: A significant portion of campus is not equipped with lighting, which is especially dangerous at night. We are unable to monitor large portions of campus and this puts SSD at significant risk for vandalism. The dispersed, multiple-building configuration and poor perimeter lighting prevents adequate facility monitoring during early mornings and late evenings when students arriving from or departing to extracurricular activities. SSD also offers evening classes and community programming and the lack of exterior lighting put everyone on campus during evening hours at risk. This issue is further aggravated by the outdoor travel that is necessary during class and program transitions.

UNSAFE DROP-OFF / PICK UP: Each morning, Kindergarten-5th grade students are dropped -off at the front of the elementary school and enter the facility through the front door. The street parallel to the front of the elementary school is a two-way street with parking in the center. Students often run across these two lanes of traffic to enter the school at the beginning of the day and back across the street to meet their parents at the end of the day. Parents often double-park in the middle of the street during this time and students who walk to school must also cross the street with congestion caused by the multitude of coming-and-going cars. Double-parked cars, a hectic two-way street and students running across the road contributes to daily mass chaos and create multiple blind spots for drivers, walkers and arriving students. Teachers and administrators monitor this situation daily, but there is only so much that we can do to ensure student safety. Currently, we are considering a staggered dismissal, but this would result in a loss of even more class time in addition to what is lost during outdoor classroom transitions.

SECURITY TRIAGE: The current work being done through the Safety and Security BEST Grant is largely for upgrades at the Jr./Sr. High School but will address some critical issues at the elementary school. We are grateful to be able to provide some security for our students through this grant but the currently layout and age of the building inhibits complete security renovations at the Elementary School. The work being done at the elementary school is crucial to providing a moderate level of student safety while we wait for a full safety and security overhaul in the form of a campus consolidation that we hope to receive through a BEST Grant. Given the timelines of grant approvals, design and construction, we will get two or more years of benefit from the current safety and security improvements if this current grant is awarded.

HEALTH:

PRESENCE OF ASBESTOS THROUGHOUT DISTRICT: Asbestos has been identified in every campus facility. SSD recently hired a professional firm to assess asbestos district-wide. This firm identified asbestos in pipe fittings, insulation, ceiling tiles, floor tiles (which run throughout the entire building), doors, window caulking and block filler. We have been unable to complete several projects throughout the campus because each would surface asbestos in the walls, floors or ceilings and are unable to mount projectors in certain classrooms because in doing so we would risk exposure to asbestos

ADA ACCESSIBILITY: Currently, SSD campus only has one accessible entry into the main entry of the high school, no other building on campus complies with any ADA standard. In the elementary school there is a single restroom, which is designated for staff use, and is not ADA accessible. This restroom is located in the main office, an areas which is too small for wheelchair access. The fact that a teacher or staff member in a wheelchair could be unable to access a private restroom is unacceptable and limits our ability to staff teachers who are in a wheelchair.

LIMITED ACCESSIBILITY TO STUDENTS: The current extensive and geographically dispersed configuration of campus puts all students at a disadvantage but students with wheelchairs, on crutches or those with other physical limitations are more impacted. There are slipping hazards during each transition from building entrances/exits to sidewalks and parking lots. Additionally, some of our students do not have adequate winter clothing due to economic conditions. These students are not only exposed to extreme temperatures, but they often get wet during transitions and remain wet throughout the rest of the day. Currently many of our students' basic needs of shelter, adequate clothing and personal security are not being met. This impedes their ability to learn and develop and is an issue that would be completely solved with a campus consolidation.

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RESTROOMS: There have been recent plumbing issues in the restrooms and SSD has had to close off multiple urinals and sinks throughout the district because of drainage issues. We are currently in a Catch-22 because asbestos has been identified in the restroom floors. In order to inspect the pipes, we would need to perform demolition on the floors in which case we run the risk of asbestos exposure. Additionally, restroom finishes are outdated and due to their age are becoming unsanitary. Our maintenance team works diligently to keep the floors clean but there are now urine stains that cannot be removed. At the elementary we are unable to find doors that fit on the current stalls. Make-shift curtains are currently being used to provide some form of privacy for stall inhabitants.

OUTDATED CAFETERIA: The cafeteria facility, which was constructed in 1955, is also extremely outdated. There is a stand-alone freezer outside of the cafeteria. This along with the layout and age of the cafeteria presents food safety, student and employee safety issues. The current kitchen is made up a combination of residential and commercial equipment. The kitchen does not currently have any compliant floor sinks or hand sinks and the custom kitchen hood does not meet any fire suppression requirements.

STUDENT AND STAFF ISOLATION: The remote location of facilities throughout campus isolates instructors from the rest of their colleagues. This detachment not only impedes instructor's connectedness with the school community, but effective collaboration between classes with other departments proves difficult. This negatively impacts our students educational experience, teacher's mental health and is an issue that would be completely solved by consolidating the district campus.

FAILING SYSTEMS:

AGING ELEMENTARY SCHOOL FACILITY: The original elementary school building was constructed in 1949 and is 71 years old. The two additions were constructed in 1966 and 1971 and are 54 and 49 years old respectively. The majority of the systems throughout the elementary school are the original systems. Currently there is no functioning fire alarm system, public address system, windows, or sprinkler system and the electrical and mechanical systems throughout the building are operating well beyond their useful life. It would be difficult to put funds towards replacing all of these systems in an aging building with a structure that does not support the size or requirements of functioning modern systems. When considering the scope of these issues from solely a cost standpoint, it is clear that the only responsible solution is to construct a new elementary school that is built to sustain modern, safe and functioning systems.

FIRE SAFETY ISSUES: Additional storage space was added to the outside of the Elementary building in 2003. This storage space was constructed over classroom required exits. The addition of storage space simultaneously added an additional hazardous space to the building and requires exit through these spaces from classrooms. There has been no fire exiting from classrooms for the past 17 years. Fire safety issues are further exacerbated by the fact that there is no functioning fire alarm system and no sprinkler system in the building.

OUTDATED HVAC: The current elementary HVAC systems is roof top mounted air handling units with DX cooling. 75% of our roof mounted equipment is 18 years old. As these units have aged over the years they have disrupted student daily learning environment due to loud, distracting noise and low air quality. There is not enough room between the ceiling and roof to accommodate an modernized HVAC unit and subsequently duct work is mounted on the roof. The existing duct work is deteriorating due to the exposure to the elements and insulation has become brittle and is beginning to crack and fall of the duct work. The age of the mechanical systems along with the uninsulated building with original doors and windows create a highly energy inefficient building.

LIMITED HVAC CONTROL: The current design of the system limits classroom temperature control because there is only one thermostat for every three classrooms. Due to the nature of the rooms, staff and class preferences, several teachers use portable units to keep their rooms comfortable. These individual units are a band-aid solution to a larger problem, and create unnecessary electrical, fire and tripping hazards. While these units help teachers create a comfortable temperature for their students, they waste a significant amount of energy.

PLUMBING ISSUES: Due to plumbing issues, SSD has had to close off multiple urinals and sinks because of drainage issues and hallways are frequently filled with a sewer-type odor. There have been multiple issues with drain lines over the years and the

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maintenance team works on the sink, toilet and urinals weekly. We are currently in a Catch-22 because asbestos has been identified in the restroom floors. Additionally, restrooms have outdated finishes and due to their age are deteriorating which creates difficult cleaning conditions and unsanitary conditions. Our maintenance team works diligently to keep the floors clean but there are now urine stains that cannot be removed. Outdated and failing restrooms cause a consistent disruption to our student's school day.

WINDOWS: Windows in the Elementary School and Jr./Sr. High School are aluminum framed, single paned windows and original to each building. Multiple classrooms have windows with broken latches. These windows are taped shut. These deficiencies make it difficult to secure all classrooms in the evenings and on week-ends. On cold winter days cold air can be felt well inside the classroom. This is inefficient and affects the health and well-being of students on a daily basis. The noise and cold air let in by these windows create a distraction to the overall learning environment as well.

ISSUE WITH FLAT ROOFING: Evidence of water coming through seam separations on the flat roof of the facility has been identified. Ceilings on throughout the building interior are showing signs of water damage. During roof inspections evidence of ponding likely due to sagging on roof decking has been observed. Water is also penetrating the EPDM membrane and multiple spots of bubbling have been observed.

POTENTIAL FOR MOLD: If the flat roof issues are not resolved, water will continue to penetrate the inside of the building. This will cause a significant risk for mold throughout each building. We do not want our students to be exposed to dangerous mold and the risk for this increases every day that the roof leaking issues are not resolved.

DISTRICTWIDE ENERGY WASTE: The dispersed layout of campus mandates that each of the eleven facilities on campus run through individual HVAC, electrical, fire protection and plumbing systems. The existing metal buildings across campus utilize 20 plus year old residential furnaces to heat the buildings. Running multiple systems is inefficient, negatively impacts the environment and continues to pose a financial burden on the district wasteful. The current energy usage cost will be improved by a consolidated campus.

ELECTRICAL DEFICIENCIES: – Most of the buildings on campus are over 40 years old and do not have the electrical capabilities to sustain the electrical requirements necessitated by 21st Century learning. Classrooms do not have enough outlets to support technology, electrical systems sometimes short throughout the day and teachers frequently run power cords throughout classrooms. A complete overhaul would be necessary to resolve electrical deficiencies at our current facilities due to limited space and facility layout. Also, considering the need to update HVAC, fire and intercom systems at the same facilities, the reality is that there is not enough space to accommodate all of these upgrades. The current aging facilities cannot support the thorough restoration necessary to upgrade our multiple failing systems – a deficiency that can be fully addressed with a consolidated campus.

LEARNING AND TECHNOLOGY DEFICIENCIES:

LEARNING DISRUPTION: The time spent transitioning in and out of the Vo-Ag, home economics, band, art, weight room and cafeteria buildings significantly cuts into student learning time. We want to provide our students with a learning environment that allows them to focus and thrive, but the current separation campus facilities impedes our ability to provide a consistent learning environment throughout the day. Some days it seems that more time is spent transitioning than is spent learning.

OUTDATED LEARNING ENVIRONMENT: Classrooms throughout the district are between 30 and 50 years old. These rooms were constructed when the need for technology in the classroom was minimal, if not non-existent. There are limited outlets in all classrooms and teacher resort to running extension cords around classrooms for electricity. This issue is pointed out in each facility inspection but because of the age of the facility it has been difficult to find cost effective solutions to update the outlets. Since the electrical panels are original to the buildings limited expansion is available and finding parts for the existing electrical panels is very difficult.

LIMITED WIFI: Access to WiFi throughout the school is a constant struggle due to the material that walls are made out of. To band-aid this deficiency we have installed WiFi ports throughout the building, however, there are still numerous dead spots.

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We are unable to provide the well-rounded 21st century learning environment that our student deserve out of date I.T. infrastructure and limited ability to locate devices within the existing building.

Proposed Solution to Address the Deficiencies Stated Above:

Upon completion of the deficiency-identification process and analyses of findings, it was clear that two themes were apparent:

- 1) The lack of connection between all district resources with the subsequent consequences of safety and security concerns on campus for students and negatively impacted instructional time due to the current spread-out campus configuration.
- 2) The age and condition of the existing facilities would require a tremendous investment to modernize the facilities. These improvements would further disrupt learning due to vast extent of improvements and time required to complete those improvements.

Our proposed solution is the consolidation of the Elementary School and other free-standing district facilities with the Jr./Sr. High School. A district consolidation and renovation will address the urgent safety and security concerns on campus, address the issue of outdated building systems and will improve the learning environment where students, teachers and staff can thrive. SSD is pursuing a BEST Grant to actualize this solution.

RTA Architects and Diversified Consulting Solutions, Inc. performed a district-wide assessment of all facilities and ranked identified items on the following three criteria:

1. What is the problem or concern
2. Failure Expectancy- when is the problem likely to occur
3. Consequence – what happens when the failure occurs.

Based on this information all items were scored on a scale of 1-500 with lower score items being more significant problems. Using this data, we identified and triaged the deficiencies and to develop developed a full-scale, strategic and financially responsible solution that will serve SSD for generations. As a part of this process SSD convened a committee including board members, teachers, administrations, and community members to review master plan concepts.

RTA Architects developed a series of master plan options for consideration by a cross section of staff, community members and the school board. Multiple options were evaluated and the selected master plan option (Master plan Concept A.1) evolved to become the proposed solution. The committee came to the conclusion that a single unified campus was the best solution for the District to reduce the time students were traveling from building to building, improve safety, and create a school where resources could be shared such as: library, music room, art room, gymnasium, cafeteria space. The solution also improved drop off and pick up circulation, parking, and located playgrounds for primary students on the south side of the building.

Masterplan Concept A.1 recommends the consolidation of SSD one facility with a proposed campus reconfiguration that will reduce campus square footage by over 10% or 11,000 sq feet. This solution will completely eliminate daily necessity for all 300 students to transition between campus facilities such as the cafeteria. The proposed solution will include modern systems in an energy-efficient district facility which addresses the significant cost of running systems in eleven campus buildings. Lastly, a new elementary school facility will facilitate learning in a 21st century environment that accommodates modern technology and eliminates currents distractions caused by outdoor travel, failing systems and inadequate security. The consolidation of facilities also allows the District to consolidate administration space, student resources and more share educational resources such as the library, art, music, gymnasium, and special education spaces.

The following is a summary list of the solutions to the existing conditions at SSD. The solution addresses all deficiencies that affect health, technology deficiencies, safety, accessibility and/or functionality of our students, staff and families.

SINGLE BUILDING AND CAMPUS: Eliminating the need to travel between buildings will provide additional instructional time for

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students and improve access to instructional spaces such as: library, art, music, consumer and family studies, physical education, and vocational education. Additionally, parent drop / off and pick will occur in a single location in front of the main entry of the building. Parking, drop off and pick up lane, and bus circulation will be separated and improve campus safety.

STUDENT AND STAFF SAFETY: A consolidated campus will completely eliminate the districts most significant safety and security concern – student travelling outdoors between buildings. Consolidating all campus facilities with the Jr./Sr. High School will allow all district students to stay on one campus throughout the school day

PRE-K, KINDERGARTEN AND ELEMENTARY SCHOOL: The Pre-K, Kindergarten and Elementary Schools will each be added onto the east side of the consolidated facility. The elementary school will be a 2-story facility, and kindergarten will be attached, Pre-K will be included in the new elementary school facility. Students will no longer need to travel outdoors to access the cafeteria twice per day. By connecting these three facilities to the existing Jr./Sr. Highschool, student resources will be readily available to assist in the educational goals

CAFETERIA/BAND ROOM: A new cafeteria will be constructed on the west end of the new facility and can be accessed indoors by Pre-K-12th grade students. The shared cafeteria facility will not only improve the safety and security of all students on campus but will reduce transition times and subsequently increase instruction time. Strategically locating the cafeteria in the center of campus allows this space to serve as a community space. This location also provide an appropriate center gather space for students while not disrupting education for elementary school and middle/high school students during instructional time. A new health department compliant kitchen with appropriate storage for the rural location will allow the District to improve food service to students and staff.

ART AND WEIGHT ROOM: The art and weight room will also be incorporated into the consolidated campus. As with the numerous other stand-alone facilities on campus, by consolidating these classes into one facility, we can reduce transition times, improve supervision and provide modern facilities for students.

VO-AG BUILDING: By connecting the Vo-Ag building to the north end of the existing Jr./Sr. high school all safety and security concerns resulting from students' outdoor travel throughout the day will be eliminated. The new Vo-Ag building will also be equipped with modern equipment in a flexible space to deliver a wide variety of educational opportunities. This solution will also enable the Vo-Ag instructor to more easily collaborate with other departments which will further enrich our student's educations.

HOME ECONOMICS: The classroom configuration in the Jr./Sr. High School will be renovated to include a home economics classroom. Students will no longer need to walk 2 blocks on public roads to access the home economics cottage and instead, will simply walk down the hallway to access this program. The renovated classroom within the Jr./Sr. High School will also provide adequate space and electrical accommodations for home economics equipment and allow for more instructional time and integration with the Jr./Sr. High School.

JR./SR. HIGH SCHOOL: This facility is structurally sound and provides adequate space for middle / high school students. Improvements are needed in the existing classrooms to provide appropriate learning environments for students. Improvements to lighting, acoustics, windows, HVAC systems, electrical systems, and finishes will provide equitably learning environments comparable to the elementary school.

COHESIVE LEARNING ENVIRONMENT: The time spent transitioning between the Vo-Ag, home economics, band, art, weight room and cafeteria buildings will be eliminated and replaced with valuable instruction time. Our students will not face the distractions that accompany outdoor transitions and instead will be able to learn in a modern environment that is consistent and safe. Teachers will be able to focus on instruction instead of numerous transitions between multiple buildings with a wide variety of resources and concerns. Additionally, students with physical limitations and those who do not have adequate winter clothing will be able to safely transition between classes and focus on learning as opposed to navigating the elements and our campus to get too and from the variety of metal buildings on campus.

IMPROVED ELEMENTARY SCHOOL DROP/OFF AND PICK UP: The consolidated campus includes a centralized a pick-up and

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drop-off loop at the front of the building which surrounds the visitor parking lot. This loop will eliminate the need for parents to double-park on Tipton Street and eliminate the current situation of students dodging across public streets when dropped off. Additionally, this will eliminate the need for the band-aid solution of a staggered dismissal. This solution will help subdue the current chaos and students will start and end their day at similar times allowing for more structured parent drop-off and pick-up times.

BUILDING SYSTEMS RENOVATIONS: The current HVAC system at the Jr./Sr. High School will be renovated and incorporated with consolidated facility. After abatement, plumbing systems will be inspected and restroom upgrades will be completed to address inefficient fixtures, out of date finishes, and inoperable plumbing systems. The issue of old and failing systems at the Elementary School will be addressed in the construction of a new elementary school facility and new, lasting systems will be included in the new Elementary School facility.

ROOF RENOVATIONS: The roof at the Jr./Sr. High School will be replaced to address current roof ponding and bubbling issues.

LIGHTING: Interior and exterior lighting will be updated and improved to address all current lighting deficiencies on campus. Improved exterior lighting will allow faculty to monitor the site, and provide the opportunity to greatly reduce energy costs across campus. Replacing out of date interior lighting will improve the learning environment, reduce operating costs, and reduce maintenance requirements. Original electrical panels will be replaced to meet current codes and improve safety and reliability in the facility.

FIRE ALARM SYSTEMS: With the fire alarm upgrades in this summer to the middle / senior high school this modern system will allow for seamless integration with the new elementary school. Integration of systems will allow for creation of a single public address system across the facility.

ADA ACCESSIBILITY: With the campus improvements, the District now has the opportunity to comply with current ADA building standards.

HAZARDOUS MATERIALS: Due to the wide spread asbestos throughout the campus, completing asbestos abatement will impact a significant portion of the campus. Remaining facilities such as the Jr./Sr. High School will be impacted by abatement but ultimately it will allow the District to more easily maintain the facility without concerns of abatement. The remaining facilities to be demolished have had little to no asbestos abatement which will allow for abatement and demolition to occur after occupancy of the new elementary school.

REPURPOSING SITE: After buildings on campus are demolished the areas on site will be repurposed. The elementary school will be replaced with event parking, a play field and playground, the Pre-K will be replaced with visitor parking and drop-off. The existing off campus Home Economics building and southwest BOCES offices will be sold or converted to faculty housing in the future.

21ST CENTURY LEARNING ENVIRONMENT: Considering five of the buildings on campus are 30 plus year old metal building, 3 are residential buildings used for school functions, the opportunity to consolidate our facilities under one roof provides an unimaginable opportunity. To have modern, climate controlled, technology appropriate classrooms for our students and staff is a great opportunity. By consolidating the eleven building on campus into a larger facility we can share resources such as a library, music room, home economics, and art room. We can also provide access to modern technology and a variety of opportunities for students we have not been able to offer before.

SITE EFFICIENCY: A consolidated campus will allow for the most efficient use of the SSD campus. Operating all systems out of one facility will eliminate the current waste or running systems out of separate facilities and contribute to long term cost savings for SSD.

How Urgent is this Project?

The Springfield School District has worked to strategically stretch every dollar over the years. By allocating our money for repairs and focusing on necessary maintenance we have been able to keep our facilities operational, but these patches cannot provide the necessary safety precautions, technology or modern learning environment that the 21st Century requires. The

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unfortunate reality is that, without the assistance of a BEST Grant, SSD does not have the financial resources to provide our community with a lasting solution.

Building and site deficiencies throughout the district have been identified by experts as operating beyond the critical threshold and requiring immediate action. The elementary school has undergone virtually no capital improvements in 30 years and is running on building systems that are original to the facility. The layout and age of this facilities prohibits installation of modern systems and due to the presence of asbestos, vital safety and modernization improvements cannot be made without significant abatement work. Site-wide, many of our facilities were constructed with residential construction techniques and materials with the intention of education while others are industrial in nature and are incapable of supporting modern learning. The critical condition of our facilities and building systems (HVAC, fire safety, public address, plumbing etc.) would be justification enough for the urgency of improvements. When these deficiencies are considered collectively with the disjointed configuration of our campus and the lack of secure outdoor travel, the necessity of a campus consolidation and renovation is irrefutable.

Under current conditions, the District will continue to operate the existing facilities with maintenance dollars available. Due to the cost of abatement major improvements to life safety systems, mechanical and electrical systems are not achievable. Based on the District's limited bonding capacity, major upgrades to these systems would require multiple bonds over the next decade to address these critical systems. It is only because of the District's relationship with the state, local building and fire officials the SSD has been fortunate to continue to operate these facilities even when not compliant with life safety requirements.

If SSD receives a BEST Grant we are confident that the Town of Springfield will approve a matching bond in November 2020. We were fortunate to receive a BEST Grant for Safety and Security upgrades primarily at the Jr./Sr. High School last year. Our community has already realized the positive impacts of these upgrades on the improvement of student and staff safety. In receiving a BEST Grant for Campus Consolidation and Renovation this year we will be able to leverage the knowledge that we have gained through the master planning process and subsequent BEST grant for safety improvements at the middle high school to successful pass a matching bond. With any delay we risk losing the benefit of the momentum that we have already generated from the positive community outlook towards supporting our district.

We have worked diligently to understand the state of our district facilities, source information from experts and insight from the community and have created a plan that is strategic, financially responsible and most importantly, places the well-being of our students as a priority. Consolidating the freestanding facilities throughout campus with the existing Jr./Sr. High School will address the multitude of building system, health, safety and security issues that SSD is currently enduring. If we receive a BEST Grant to fund this important construction project, our students, staff and community will no longer have to be exposed to unsafe and unhealthy and outdated learning environments, rather, students will be enabled to succeed because of the learning environment that they, their teachers and families, enter, with pride, every day.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Springfield has a maintenance supervisor that oversees all the facilities on campus. This department repairs and maintains minor plumbing, electrical and handles everyday maintenance, such as cleaning, painting minor repairs to the facilities and grounds. The district meets yearly with the maintenance supervisor administrators and the board to determine current and future maintenance needs. The maintenance supervisor does yearly inspections on our various systems. He follows manufacturers recommended service procedures by monitoring owner's manuals and speaking with company representatives. The district's yearly budget contains a \$100-\$125/student O&M budget which the supervisor determines the priority needs.

Springfield School District works hard at prioritizing and committing regular maintenance time and funds to our facilities to help extend the life and value of each. Our staff and students take pride in helping when they can and understand the importance of proper use and care in extending life expectancy of our buildings and equipment. A new elementary school and

BEST FY2020-21 GRANT APPLICATION SUMMARIES

any additions brought in to the Jr. Sr. High school building will be under a warranty with the general contractor and we will work in conjunction with them to make sure our maintenance schedule does everything it is supposed to maintaining and extending the life of the new facilities.

Currently, our maintenance department follows recommended cleaning, testing and replacing used parts to assure each component, such as doors, hardware, windows, lighting and carpeting. We take full advantage of trainings available from manufacturers as well as our insurance company. We currently send our maintenance supervisor to these training when available and understand the importance of not only continuing this but expanding the trainings. The District is aware that replacement and upgrades will be needed in the future. We will take the responsibility and will budget for those expenses.

Springfield School District will budget funds each year into our capital reserve fund in order to provide adequate reserves for proper maintenance needs as well as creating reserves to meet replacement and upgrades in the future for this project. As our funding allows the district will contribute an increasing amount so we are able to meet the future costs of these needs.

In order to extend the new of the new facilities and upgrades the District will:

1. Develop a facility maintenance plan for preventative and upkeep maintenance. This will include routine maintenance of the building in the mechanical, electrical, flooring, lighting interior and exterior inspections of walls, doors and hardware, ceilings, floors, fire alarms system as well as new intercom system. Inspections and testing will be coordinated with manufacturers and contractor's recommendations.
2. The district will develop a painting schedule for all facilities to be carried out on a rotating basis.
3. If we are unable to do the needed servicing we will involve local contractors and repairmen to help with this.
4. Any repairs or servicing that needs immediate attention will be taken care of by our on- campus maintenance staff. Other work will be done over the summer months and mid-year breaks.
5. All inspections will be scheduled on rotating basis as needed, whether that be monthly, quarterly or yearly.
6. The district will develop replacement plans so these items can be planned for in the budget when possible.
7. The district currently sends our maintenance supervisor to available trainings to help in maintaining our current facilities. With this project we will be having him attend any training available from different manufacturers and contractors as well as our insurance company to help maintain and extend the life of our facility and equipment.

Our maintenance plan for the proposed new building and renovations will be based on best practice of "predictive" maintenance with the goal of avoiding the practice of "breakdown and emergency" maintenance. The predictive maintenance plan will include:

- A maintenance schedule: Will refer to timelines from manufacturers' maintenance manuals and create schedules for the frequency of preventive maintenance, including dates of occurrence and projected cost.
- Operations manuals: Maintenance and operations manuals containing maintenance procedures for scheduled tasks and descriptions of properly operating systems will be created for each system, component, or product scheduled to be maintained. The manuals will contain repair standards and work order procedures should they be necessary.
- Commissioning: After installation, it is important to have professionals verify that building systems/components, as well as their functionality and operations, meet the intent of owners and designers. Final adjustments should be carefully documented and reviewed with experts should changes be needed.
- Records: Over time, actual maintenance on the various systems should be accurately tracked including both the date of

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occurrence and cost. These records will be used to predict the accuracy of future projections and costs.

The key building systems and their integral components that will be a part of the plan include, but are not limited to:

- Heating/Cooling systems: All mechanical systems/HVAC should be inspected and maintained regularly; performance is to be maximized through proper maintenance.
- Air handling equipment: Fans, duct work, dampers, and louvers should be inspected and maintained regularly; keeping this properly balanced will maximize their performance.
- Roof system: Surfaces should be inspected regularly, with proper removal of snow and water; leaks should be repaired upon discovery.
- Plumbing system: Sprinkler systems, water fountains, pumps, expansion joints, and drains should be regularly inspected.
- Electrical system: Regularly scheduled analysis by professional engineers and electricians, and motor current analysis will be used to identify common faults.
- Fire alarm and public address system: Regular testing and maintenance by staff.
- Finishes: Painting should be done on a regular schedule and to avoid interruption of school sessions the flooring is to be cleaned, waxed and/or sealed regularly, depending on the materials and location in the school, whether classroom or bathroom.

The following forecasted maintenance - estimated cost for annual maintenance for each system:

- Springfield School District employs a facilities manager, and one full-time maintenance assistance. They perform most of the onsite maintenance, plumbing, janitorial, internal repairs, and grounds repairs. Their salaries with benefits is estimated to be \$85,000. Any major problems that they are unable to manage or beyond their skill level are contracted out to local contractors and vendors.

Below is a list of systems/components and the estimated cost per year of maintenance: Total = \$58,000

- HVAC = \$5,000
- Plumbing (LEED) = \$3,000
- Electrical = \$1,500
- Building Shell = \$3,000
- Internal Repairs = \$7,000
- Janitorial Supplies = \$25,000
- Grounds Repairs = \$7,500
- IT Maintenance = \$3,000
- Kitchen Maintenance = \$3,000

Springfield School District acknowledges that maintenance expenses during the initial years of the new school will be lower

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than the following years. This was determined in conversations with other schools with recent BEST projects.

FINANCIAL RESPONSIBILITY FOR MAINTENANCE PLAN

The total annual estimated amount for costs under the maintenance plan and capital plans as described above is approximately \$55,000. In order to assure that Springfield can be financially responsible for these amounts, the district has analyzed its historical and projected sources of revenue. The district has been allocating between \$50,000/year for capital improvements and this amount has been sustainable within our budget. Thus, we are confident that we can financially support the maintenance and capital replacement plan.

CAPITAL REPLACEMENT PLAN

Springfield School District's capital replacement plan is to set aside and earmark funds for the purpose of replacement of each of the major systems of the new school as they reach the end of service lives. Foreseeing the expenditures that will ultimately be required to replace these major systems will allow the school to plan for the future and be prepared as capital expenses arise. The district plans to allocate approximately \$80,000 - \$100,000 annually in a separate capital reserve account based on the Capital Replacement Plan. This would be between \$250 - \$300/student FTE.

To prepare the capital replacement plan, Springfield determined for each category the estimated service life of the item, the estimated replacement cost, and the annual amount based on a straight line method to be set aside in capital reserves in order to pay for the cost of replacing the item at the end of its useful life.

Based on our analysis, Springfield feels setting aside these amounts is adequate to have funds available when replacement is necessary, without taking into account the idea that repairing will be a possible solution instead of replacement with respect to many of the components under this plan. Of course, this capital replacement plan will need to be modified for the actual systems, which are specified in the actual construction of the school.

The district has enlisted the help of a local individual to help locate and secure other grant opportunities for both construction projects as well as educational classroom assistance. This will allow us to make better use of our yearly revenues that consistently come in. We believe by saving in these areas will allow us to maintain the contributions to our capital construction funds.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The following facilities on the Springfield School District campus were constructed with the express purpose of public education. Construction dates of all campus facilities are as follows:

- Springfield Elementary School: Original Construction 1949 – 71 years old
 - o First Addition (classrooms, band room, library): 1966 – 54 years old
 - o Second Addition (gym and administrative offices): 1971 – 49 years old
- Detached Kindergarten Classroom Building*: 1966 – 54 years old
- Detached Pre-K Facility*: 2000 – 20 years old
- Springfield High School: 1958 – 62 years old
 - o Springfield Jr. High Wing: 1971 – 49 years old

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- o Wrestling Room attached to north Side of High School (Metal Building): 1975 – 45 years old
- District-Wide Cafeteria and Band Room (metal building): 1965 – 55 years old
- Maintenance Shop: 1968 – 52 years old
- Weight Room: 1968 – 52 years old
- VoAg Building (metal building): 2006 – 14 years old
- Art Room: 1973 – 47 years old
- Home Economic Cottage*: 1973 – 47 years old

*While these facilities were constructed with the express purpose of public education, they are constructed to residential construction standard.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The Springfield School District RE-4 is located in Springfield, Colorado and is the largest school district in Baca County. The original Springfield High School opened in 1908 and was the first school opened to serve students in Baca County. This district has since grown to include pre-school elementary school and high school, 7 total buildings and serves over 300 students. Due to our limited funding, the majority of capital improvements completed at SSD over the past three years and beyond, have been completed out of necessity to keep the district afloat. We have been forced to delay most improvement projects until the issue is beyond repair. As a result, we have been treading water and unable to confront the numerous critical deficiencies that affect the day-to-day functionality of all school facilities.

We are currently in the process of making safety and security improvements to the Jr. Sr. High School Building, made possible through BEST grant funds received in May of 2019. These improvements will include:

- New exterior HS doors
- Addition of access control at three different points of entry
- Installation of notification system when doors are left open
- Vestibule addition on the front door to the Jr./Sr. high school building.
- Installation of new fire alarm system is being installed in the Jr. Sr. High school building.
- Installation of a new intercom system to connect Jr./Sr. HS with outlying classrooms on campus

The following is a list of capital improvements made to the facility since 2017 with the year improvements were made, and approximate dollar amounts spent on the repairs/upgrades.

2018,19 \$112,500 Re-coating Elementary, Jr./Sr. High School and Kindergarten Roofs (cost covered by insurance – deductible covered by

district)

2018,19 \$44,799 Re-shingle house and offices (costs covered by insurance- deductible covered by district)

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2019 \$148,770 Installation of ES playground system (CO Health Foundation Grant: \$108,771; Private Donations: \$30,500; District:

\$5,000)

2019 \$2,150 Replaced portion of walk leading to Elementary School front door.

2019 \$169,948 New roof installed on HS Gymnasium (costs covered by insurance)

2018 \$28,705 New Seating in Gymnasium to replace original, unsafe plank-style seats

2018 \$44,878 Resurfaced asphalt on bus run (improve drainage, filling potholes and improving surface)

2018 \$38,326 Resurfaces high-jump area of all-weather track

2018 \$12,236 New permanent trophy case added

2017 \$25,000 4-year project to replace 20 year old carpeting in HS

2017 \$27,477 Replace Merlan phone system with Voip system.

The total of the above expenditures not including those funded through grants, private donations or insurance is \$353,720.00. Many of these projects are for items that will carry beyond the immediate future and can be used by the district in the future.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Four years ago the district began increasing our reserves by a minimum of \$100,000 per year to put towards large capital construction projects. While the district has begun to consistently budget for large capital construction projects, it has become obvious that our current deficiencies far exceed our current revenues in the budget. We received a BEST grant in May of 2019 for safety and security improvements on our Jr. Sr. High school Building. We were able to meet our 49% match of \$400,000 for this BEST grant. We plan to continue with the contribution into the future depending on future revenues. We feel this is a safe amount for our budget barring any unforeseen major expenses.

The district realizes this project will exceed our budgets capabilities and that we will need to ask our community to secure a bond issue to cover our match. In April we will begin a campaign to gain support from the community with a plan to go to ballot in November of 2020.

The District has received other grants to help meet our facilities needs over the past several years. We have been able to repave our bus run, replace the seating in our high school gym as well as build a new playground. We have also secured local donations to help with these projects.

We have applied and received multiple grants to replace walk-in coolers and refrigerators in our cafeteria. The district is also part of an AIM-XL grant program that has provided us with \$125,000 each of the last two years, to help develop a comprehensive health plan in the area of student mental health, health education, nutrition, school environment, and health promotion for students and staff. We have been able to replace and install new water bottle fillers throughout the buildings as well as fitness equipment for students and staff.

The district currently has a part-time employee on staff that is searching and working on other grants that are available for the district. The district plans to take advantage of this resource to pursue grants and local donations to help with these needs. A continued effort to secure assistance with the educational end of our budget will also be continued as this will help the general budget continue to be able to make the contribution to our capital construction fund.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

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Springfield School District budgets \$250 - \$300/FTE for our capital outlay budget for all our district facilities. We have also been using funds from our small rural education funds to help with capital outlay projects, which we will continue to do as this revenue comes in. This allows us to maintain our commitment to our district capital construction fund. The district reviews the budget each year and typically earmarks carry-over amounts towards the capital construction fund. The Board of Education realizes that systems that are not operating at capacity may not promote a healthy and good learning environment. We understand that we currently have some of these systems and are taking steps to correct this. In the 2020-21 budget the district has plans to increase this capital construction fun by an additional \$30 - \$50/FTE.

SSD will continue with this as we plan for a new facility and the funds it will require. If awarded the BEST grant this would provide us with some much needed budget relief and allow to more easily fund our teacher recruitment, retention and professional development.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Based on the evaluation of the current energy use of the district facilities, the average Kbtu per square foot of the District Facilities is between 90 and 120 Kbtu per square foot. Modern schools with high energy efficient building envelopes and mechanical systems will operate less than 70% of the current Kbtu per square foot in a range from 45 to 70 Kbtu per square foot. Implementing the master plan could yield a 30% or more energy savings for the District If demand rates can be managed the District could see a significant reduction in utility costs.

Current Annual Utility Expenses

Electricity \$51,247

Natural gas \$27,647

Water/Sewer \$13,622

Telecommunications \$ 7,085

Internet \$ 2800

Current Grant Request:	\$34,154,782.00	CDE Minimum Match %:	43
Current Applicant Match:	\$5,990,000.00	Actual Match % Provided:	14.92099272
Current Project Request:	\$40,144,782.00	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Bond Election November 2020	
Total of All Phases:	\$40,144,782.00	Escalation %:	5
Affected Sq Ft:	80,683	Construction Contingency %:	5
Affected Pupils:	309	Owner Contingency %:	5
Cost Per Sq Ft:	\$497.56	Historical Register?	No
Soft Costs Per Sq Ft:	\$80.11	Adverse Historical Effect?	Pending
Hard Costs Per Sq Ft:	\$417.45	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$129,918	Is a Master Plan Complete?	No

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Gross Sq Ft Per Pupil: 297 **Who owns the Facility?** District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	273	Bonded Debt Approved:	
Assessed Valuation:	\$29,187,324	Year(s) Bond Approved:	
PPAV:	\$106,913	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$2,160,518	Year(s) Bond Failed:	
Median Household Income:	\$33,953	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	59.8	Total Bond Capacity:	\$5,837,465
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$5,837,465
3yr Avg OMFAC/Pupil:	\$1,777.88		



Division of Capital Construction

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 * C from grant application cost summary) \$ 17,262,256.23
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2019/20 AV x 20%): \$ 5,990,000.00
- C. New proposed bonded indebtedness if the grant is awarded: \$ 5,990,00.00
- D. Current outstanding bonded indebtedness: \$ 0
- E. Total bonded indebtedness if grant is awarded with a successful 2020 election (Line C+D): \$ 5,990,000.00

School District: Springfield School Dist. RE-4
Project: Elementary Rebuild/Jr./Sr. High School Renovations
Date: February 21, 2020

Signed by Superintendent: *Richard Hargrove*
 Printed Name: RICHARD HARGROVE

Signed by School Board Officer: *Larry Duncan*
 Printed Name: LARRY DUNCAN
 Title: 2123/20

● **Facilities Impacted by this Grant Application** ●

WALSH RE-1 - New PK-12 School - Walsh Jr/Sr HS - 1960

District:	Auditor - Walsh RE-1
School Name:	Walsh Jr/Sr HS
Address:	300 CALIFORNIA STREET
City:	WALSH
Gross Area (SF):	54,785
Number of Buildings:	2
Replacement Value:	\$13,083,675
Condition Budget:	\$5,522,722
Total FCI:	0.42
Adequacy Index:	0.22



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,262,920	\$2,045,052	0.90
Equipment and Furnishings	\$780,176	\$223,828	0.29
Exterior Enclosure	\$2,838,044	\$66,239	0.02
Fire Protection	\$2,740	\$583,530	212.95
Furnishings	\$567,824	\$359,061	0.63
HVAC System	\$819,581	\$856,710	1.05
Interior Construction and Conveyance	\$1,869,486	\$749,448	0.40
Plumbing System	\$868,730	\$748,332	0.86
Site	\$1,388,461	\$754,058	0.54
Structure	\$1,685,713	\$0	0.00
Overall - Total	\$13,083,675	\$6,386,258	0.49

WALSH RE-1 - New PK-12 School - Walsh ES - 1931

District:	Auditor - Walsh RE-1
School Name:	Walsh ES
Address:	301 North Poplar Street
City:	Walsh
Gross Area (SF):	35,728
Number of Buildings:	2
Replacement Value:	\$8,687,911
Condition Budget:	\$3,325,896
Total FCI:	0.38
Adequacy Index:	0.12



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,266,488	\$722,329	0.57
Equipment and Furnishings	\$360,041	\$358,032	0.99
Exterior Enclosure	\$1,561,411	\$145,186	0.09
Fire Protection	\$1,787	\$378,914	212.03
Furnishings	\$67,016	\$0	0.00
HVAC System	\$689,757	\$179,304	0.26
Interior Construction and Conveyance	\$2,342,530	\$1,131,236	0.48
Plumbing System	\$538,741	\$384,538	0.71
Site	\$662,597	\$399,499	0.60
Structure	\$1,197,542	\$5,772	0.00
Overall - Total	\$8,687,911	\$3,704,810	0.43

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Applicant Name: WALSH RE-1

County: Baca

Project Title: New PK-12 School

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why: The project scored just below the alternates that were funded.

Project Type:

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

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

Walsh School District is a high-achieving, rural district in Southeast Colorado that serves 149 students in grades Pre-Kindergarten through 12. It is one of five school districts in Baca County. An extensive demographic study led by Dr. William Stoner indicated that the student population is slated to remain steady in the coming years. Demographically, 58% of Walsh's students are eligible for a free or reduced price lunch, 11% are students with a disability, and 25% are minority.

The staff and community place high value on the diverse opportunities provided to students in the Walsh School District. College credit is awarded to students at the high school level, and students have the opportunity to participate in a variety of sports, Knowledge Bowl, Science Club, FFA, Student Council, and as members of the Service and Leadership Team. The district is proud of the "Performance" rating for the district and each school.

The district has worked extremely hard keeping the building and grounds well maintained. Additionally, the district has applied for many grants to leverage funds for other line items so that more money can be devoted to upkeep of the aging facilities. However, due to Walsh's remote location, maintenance alone is not keeping up with the need. The community has demonstrated support for the district by approving a 10 mill override in 2013. The MOL is devoted to staffing and facility needs for the district.

The District applied for and received a BEST grant in Feb of 2018. This was in response to corroded and leaking buried gas lines at the high school. The grant also included a few limited security upgrades at both schools, and an electrical system upgrade in the High School concession area. The district applied for a BEST Grant in 2019 but was not successful.

Walsh is a town with strong traditions backed by a strong sense of community. Since early 2018 the Board of Education has appointed and supported a 15 member community planning team to make recommendations about facilities. The team has hosted four community meetings, and all were well attended, demonstrating the community's support for the district, its programs, and, most importantly, Walsh's students.

Deficiencies Associated with this Project:

The primary safety concern is the 149 (FTE 142) students, ages 4-18, walking daily between 4 different academic buildings spread across town. Additionally, the health and safety concerns facing Walsh School District are the result of the age of the facilities and the way the campus has grown over time.

The district has worked diligently for over two years to evaluate the building deficiencies and the overall safety of the learning environment, and to define the right path for the future. A robust process of community engagement and collaborative partnership with the Colorado Department of Education, DCS Owners Representatives, and Wold Architect and Engineers has led to a decision to bring all of our students safely together under one roof.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

All four classroom facilities have significant deficiencies that require investment greater than Walsh School District can provide with its current financial resources. In addition to the concerns around students walking daily down a road which has no sidewalks and across unsurfaced areas to the cafeteria, primary deficiencies across the District are consistent with aging facilities, and include: outdated and undersized electrical systems, failing sanitary lines, non-compliant ventilation, egress concerns, door security, site drainage, and non-functioning fire alarm systems.

WALSH ELEMENTARY:

The Walsh Elementary School site is just under four acres and includes a 1928 two-story building that was abandoned in 1980 for serious code and safety concerns. In 1931, a gymnasium was built and is still in use today, though it is far from a safe or optimal learning environment. In 1969 a single story elementary school was built which connected to both the 1928 building and 1931 gymnasium. The campus also included a modular classroom (now used for storage) and a free standing cafeteria (1969) located about 500 feet west of the main buildings.

The primary deficiencies and issues at the elementary campus include: safety and security of staff and students, electrical and plumbing issues, HVAC, accessibility, and hazardous materials.

Site Safety- Students in grades five and six walk just over one block, back and forth between Walsh Elementary School and Walsh High School for music and sports programs. All elementary students eat breakfast and lunch by walking from the Elementary School to a free-standing cafeteria about 500 feet to the west of the main building. These twice-daily journeys are perilous and sometimes sloppy as students are walking on the actual roadway for a portion of their journey. Additionally, once they reach the school grounds, they must walk on broken sidewalks in areas with little to no drainage. In fact, an active member of the Walsh senior community tripped on a raised portion of this sidewalk between the Elementary School and cafeteria, fracturing her shoulder and breaking out her front two teeth.

There is little line of sight and no cameras to monitor the outside of the buildings, so students are monitored only by the teacher on duty. Students travelling between campuses are exposed to the elements of nature and the will of man. A few years ago, a disgruntled former student, thought to be under the influence of drugs, shot a high-powered rifle across the street at a former administrator's house. The incident occurred less than two blocks from the campus. Had any bullets strayed during the incident, students and staff could have been seriously injured or killed.

Building Safety-Entry doors continue to provide a challenge at Walsh Elementary School. Because of the shifting of the building over 50 years, doors fail to close and latch properly and instead must be nudged or slammed to be certain that they stay shut. The worst of these can no longer be securely closed, despite attempts by local contractors and maintenance personnel to repair them. Analysis of the doors demonstrated that they cannot always be corrected by replacing door hardware but rather would require many of the frames to be replaced. Consequently, some exterior doors are left wide open throughout the night. Others can be opened by simply pulling on them, even if they appear locked. Open doors provide free access to the school, posing a tremendous risk for staff first entering the building in the morning and to the security of staff and students throughout the school day.

Emergency Egress-The old gym, built in 1931, provides the only ADA compliant exterior access for any students, community members, or staff with disabilities. The gym's ramp is mostly used during inclement weather as an entry point for one teacher who is confined to a wheelchair. The 1931 gym is also plagued with doors that do not shut or open correctly which creates risk to students and staff.

Unsecured and Abandoned Buildings-Abandoned buildings pose a major challenge for school districts, and Walsh Elementary is no exception. The 1928 building is falling into significant disrepair and poses a safety concern, especially given the problem of doors that do not properly close and latch. The district is concerned that children could be seriously injured if they are able to gain entrance into the 1928 building. As each year passes, the abandoned building becomes more and more dangerous.

Heating, Cooling and Ventilation-Schools built during the 1960s and 1970s were designed and built during a shortage of fuel. They were built to hold the warm air in and keep the cold air out. As a result, there is little to no air movement in Walsh

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Elementary. There are no systems that circulate fresh air through the building, resulting often in stale air throughout the school. Research indicates clearly that staff and students need fresh air to teach and learn optimally. The lack of adequate fresh air is a serious Mechanical Code Violation and must be addressed. Heating and cooling is inconsistent throughout the building, with some classrooms freezing while others are roasting. The entire HVAC system has reached the end of its life and will need to be replaced in the near future.

Electrical-Walsh Elementary's electrical system is unreliable to say the least. On some occasions the first person to enter the building in the morning cannot get any lights to turn on in the main hallway, and a local electrician has to be called to get the lights working. Teachers also complain that blown breakers sometimes interfere with instruction. Just this month, a teacher reported to the superintendent that she heard a loud pop in the teachers' workroom, followed by a dimming and surging of the lights throughout the school. Mechanical engineers have noted that numerous exposed wires exist and warn that this poses a risk for fire.

Fire Alarms-Beginning this past summer, the aforementioned electrical issues have given rise to irregularities with the fire alarm system. Since August 2019, the district is averaging four trouble calls a month, many in the middle of the night. Electricians and fire safety representatives have been unable to correct the issue and blame "ground fault issues". It is important to note that Walsh Elementary has no fire suppression system and is served by an all-volunteer fire department.

Sanitary and Direct Water Lines-Plumbing issues rank high on the CDE Facility Assessment for Walsh Elementary School. Custodians and maintenance personnel are dealing with at least one clogged toilet each day in this building. Many of these clogs result in raw sewage in hallways and classroom areas. Local plumbers have indicated that many of the sanitary lines are nearing the end of their lives. Lines have already started to fail, and toilets and sinks have had to be taken out of service. Engineers estimate that the lines will need to be replaced within five years. Because of Walsh's location, water is extremely hard, and calcification presents challenges to both direct water and sanitary lines burden of maintenance

Asbestos- Given the age of the buildings, all classroom buildings contain large amounts of asbestos. Seeping sewage and the need for multiple repairs create the potential for students and staff coming into direct contact with this dangerous substance.

WALSH SCHOOL DISTRICT CAFETERIA-

The school cafeteria is a metal building that was constructed in 1969. All students have to walk outside twice a day to reach the cafeteria. The aging cafeteria has plumbing issues, including numerous sewer line backs up, undersized electrical service, out-dated and inefficient cooking and cooling equipment, and a non-functioning fire suppression system. The tile containing asbestos is beginning to crack and pull up from the floor and needs to be replaced; however, the presence of asbestos makes this cost-prohibitive for the district.

WALSH JUNIOR/SENIOR HIGH SCHOOL and VO-AG SHOP

The Junior/Senior High School campus includes the main building, Vo-Ag classroom building and bus barn. Primary deficiencies and issues at the Junior/Senior high school include: security, electrical, plumbing and direct service lines, unsafe site, heating, cooling and ventilation issues, and hazardous materials. The CDE Facility Assessment, with confirmation from architects and engineers, has cited plumbing and electrical issues as the greatest concern.

Building Security-Security for these buildings is a challenge as some doors are nearly impossible to close, and, perhaps even more alarming, challenging to open. Because of the shifting of the building, frames are no longer square. The maintenance team has, over time, ground the doors to accommodate the shift. However, in some cases, there is no room to grind any more off the doors causing them to "stick" shut, thereby creating a sub-optimal situation in terms of safety. Several outside doors can only be locked using an orange locking arm to secure them. Administration is certain that the building is seldom secure. On more than one occasion, when the principal entered his office in the morning it was clear that an intruder had been in the office during early morning hours. It is fair to say that many parties in the community are aware of the ease with which one can gain access to the building and its pretty obvious to administration that the uninvited are entering.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Site Safety-Currently, secondary students walk just over a block every day to eat lunch at the cafeteria on the elementary school campus. Throughout the school day, all students traverse poorly drained and uneven surfaces between unconnected and unsecured parts of the campus. Years of flooding, freezing and thawing in these areas have left a host of trip hazards. Two city streets without sidewalks lay between the Junior/Senior High School and the Cafeteria building, exposing children to the risk of being hit by motorists. There are no security cameras, and no line of site from the office to the main entrance or any of the additional buildings. It is worth noting that Walsh High School lies adjacent to HWY 160 which was recently designated as the deadliest highway in Colorado. Volunteer firefighters and EMS must respond quickly to these scenes and the district is concerned about student safety as emergency personnel barrel to the fire and ambulance stations placing children moving about the city at risk.

Site Safety-Site lighting is inadequate around the building, near the front door and also in the parking areas. The lack of good lighting exacerbates the trip hazards that permeate these areas. Utilities are located in unsecured and unprotected areas. In several instances, gas mains are located directly in front of parking areas with no bollards or protective fencing. The roofs at Walsh Junior/Senior High School can be accessed easily by climbing on adjacent fences or utilities.

Electrical Safety- Both the State Facility Assessment and an investigation by mechanical engineers as part of Facility Master Plan cite alarming issues with the electrical system. The high school principal talks of sparking light switches in the small gym and continual blowing of the breakers throughout the school. These shortcomings create a great life safety concern for staff and students. Local electricians blame faulty install of "add-ons" and overloading circuits for the problems. One of the most alarming situations is that 220V outlets in the Vo-Ag shop are not secured to the wall, so students must hold the outlet while plugging in a welder.

Fire Safety-The fire alarm system in Walsh High School presents challenges. Emergency lighting is non-compliant in all classroom buildings. There is no fire suppression system. During the first two months of 2020, the district requested five service calls to Johnson Controls. The technician's assessment was that the electrical system is causing major interference with the fire alarm system. To date in 2020, the district has spent \$16,820 on this issue yet has little confidence that the problems have been remedied.

Sanitary Lines -Plumbing issues plague the school, and sometimes certain toilets and sinks have to be taken out of service. On more than one occasion, the principal has discovered three inches of raw sewage in the locker rooms. Study of the building shows that some sanitary lines have collapsed while others are on the verge of collapsing. This February a local plumber had to be called as backed up sewer lines flooded both the girls' and boys' locker rooms with raw sewage. Since that time, the smell of sewer gases has permeated the locker room area, signifying an extensive problem with sewer gas ventilation.

Direct Water Lines-Because of hard water, direct service water lines have also deteriorated and are coated with calcium. These lines will need to be replaced within five years if the BEST Grant is not successful.

Asbestos and Other Hazardous Materials- As with Walsh Elementary, all Junior/Senior High classroom buildings contain large amounts of asbestos. Seeping sewage and the need for multiple repairs create the greatest concern for students or staff coming into contact with this dangerous substance. Recently it was discovered that the cracking rubberized surface in the small gym at Walsh Junior/Senior High contains large amounts of mercury. This has caused some concern with the district as high levels of mercury can lead to kidney and brain damage. Children are considerably more susceptible to mercury than adults.

Heating, Cooling and Ventilation-At Walsh Junior/Senior High, each classroom is heated with a "through wall" gas fired unit original to the 1960 building and a free-standing residential style cooling unit. Because of the age, these units are difficult to regulate, and rooms are either too hot or too cold. These older units have limited air intake capabilities, so little fresh air circulates through the building. Insufficient levels of fresh air are brought in when the unit is actively running, and no fresh air is brought in otherwise. The lack of fresh air has been shown to cause a lack of concentration and focus in students.

Proposed Solution to Address the Deficiencies Stated Above:

Walsh School is requesting assistance to build a new PreK-12th grade school on the site of Walsh Junior/Senior High School. Having all students under a single roof instead of walking all over town is important and was ultimately the deciding factor in

BEST FY2020-21 GRANT APPLICATION SUMMARIES

the community's decision. The plan is to build the new school on the practice field south of the Junior/Senior High School, demo both existing schools and the cafeteria, and reseed the area where the current Junior/Senior High School sets. What follows is how the district and community came to this crucial decision.

The need for a solution became urgently apparent in 2017 when a local plumber discovered a leak in a gas line at Walsh Junior/Senior High School. The line went directly into a stand-alone heating unit in a classroom in the Junior/Senior High School. From this point, the situation became the "Proverbial Onion" as layer upon layer of facility challenges were discovered. Thankfully, the gas leak and the corroding gas lines were corrected through a BEST Grant and District match in 2018. An extensive process was immediately initiated to uncover issues and to consider a comprehensive solution to more of the district's facility challenges.

The Walsh Board of Education convened a fifteen-member Facility Planning Team and hired an owner's representative, as well as an architect and engineering firm. Together, and by using the State's Facility Assessment as a guide, the collective team did a complete analysis of all buildings and each site.

During the 2018-2019 School Year, the fifteen-member Facility Planning Team met a total of six times with architects and the owner's representative. A complete list of major deficiencies and corresponding cost estimates was presented to the team, who then developed a list of criteria (see below) by which to guide the team's decision-making process.

The Community's support and input is critical

The Plan should consider the community's and state's long term effectiveness and not short term fixes

Find opportunities to reduce operating costs while creating a 21st Century Learning Environment

The plan should assume that the district will continue to exist with no significant change in enrollment

With these criteria as a starting point, the team investigated eight possible solutions to address the needs of the district. Each of the options was scored by team members on a 10-point scale. The tallies appear below:

Wait and Repair as things breakdown (3 points)

Repair a couple of deficiencies (5 points)

Repair primary deficiencies (5.5 points)

Repair all Deficiencies (6.5 points)

Consolidate using a lower end addition (metal building) (6 points)

Consolidate using a high end design (10 points)

New Pre-K-12th Grade building (10 points)

Consolidate with no additions (6.5 points)

After pricing both options and carefully weighing each against the criteria, the team determined that cost between the remodel and addition was within 10% of the cost of a new build. Lastly, the team also determined that a remodel and addition would be more disruptive to education and would require a number of temporary structures. The Facility Team voted unanimously to present the option of the new PreK-12 school to the Walsh Board of Education.

The Board then hosted two community meetings—both attended by well over 50 people—to ascertain whether the community would support the building of a new PreK-12 school. Almost to a person, the community was in favor of moving forward with the plan.

In February of 2019, a BEST Grant was submitted and, unfortunately, was not selected. After the loss, the district met with their CDE Representative, reconvened the Facility Planning Team for two meetings, held an additional community meeting and revisited the decision of remodel or new build.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Again, the team's unanimous decision to build a new PreK-12 school was presented to the Walsh Board of Education. The Board of Education hosted the third community meeting with over 60 people in attendance. After a short presentation from the Planning Team, the community voiced overwhelming support for building a new PreK-12 school. At the request of the community, the Superintendent was asked to attend meetings with the Walsh City Council and Walsh Recreation Board to see if either organization had interest in taking ownership of any of the current facilities. After the town and recreation boards studied the list of deficiencies, it was clear that neither organization had the resources to maintain the facilities. Given that information, the Board of Education opted to demo the current facilities as part of the BEST Grant request.

The community support for this project has grown over time, as, once again, the Walsh Community shows its support for their schools and students.

How Urgent is this Project?

Walsh School District is not able to fund this project without the assistance of the BEST Grant. Of greatest concern to the district are plumbing and electrical issues. Both of these challenges were identified by the Department of Education in the building assessment and again by the team of engineers and architects that assessed the schools as part of the planning. Without the help of the state, the resources to address these challenges are out of reach, as all reports indicate problems with direct water and sewer lines and the electrical systems will begin to accelerate within the next five years. The district has had to take sinks and toilets offline as the plumbing is starting to fail.

The safety of students moving across town from building to building is of huge concern. As mentioned earlier in the grant but worth repeating, not long ago, a student who had dropped out was firing a rifle at the house of the former principal. Fortunately, no students were in the line of fire, but one worries about the next time. Of course, it is not unheard of for students on campuses in Colorado to move between buildings. In the Walsh School District, however, students are literally moving across the town from building to building—rain, snow or shine!

Without the assistance of a BEST Grant, the Walsh School District can only “band aid” the issues. Every building in the district has outlived its useful life, and the assistance of the BEST Grant will help to maintain a safe and suitable school for Walsh’s great students.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District has a permanent, flexible 10 mill levy override to provide additional funding for any district needs. In the past three years the levy override has ranged from 6-8 of the available 10 mills, and generates approximately \$225,000 of additional revenue for the District annually, depending on need. The District has committed a minimum of \$100,000 per year for capital construction/renewal projects for the last 5 budget cycles.

In 2018-2019, \$100,000 was budgeted for capital construction/renewal in addition to the \$228,343 budgeted in the building fund for our BEST Grant project. In the 2019-2020 budget cycle, \$92,388 has been committed to the building fund, as well as having \$100,000 budgeted for capital construction/renewal.

The dollars per student for this year is \$704, excluding the BEST Grant expenditures (FTE=142).

The dollars per FTE for 2018-2019 was \$671 (FTE=149), excluding the BEST Grant expenditures.

Major Capital Project Expenditures By Year:

2016-2017 - \$59,414 - bus barn garage doors, high school carpet, suburban

2017-2018 - \$152,413 - VoIP phone system, carpet in elementary, LED lights at football field

2018-2019 - \$210,415 - facilities master planning services, finish VoIP phone installation, tree removal, sprinkler system on high school football field

BEST FY2020-21 GRANT APPLICATION SUMMARIES

\$103,102 - BEST Grant expenses (district match)

2019-2020 - \$27,000 (ytd) - elementary AC unit replacement/repair, fire alarm repairs (both campuses), Interior lock rekeying (all buildings/campuses)

\$88,718 - BEST Grant expenses (district match)

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Walsh built all of our buildings, and at the time of original construction, all buildings were in compliance with the building codes of the period. However, they were all built on a limited budget to accommodate a sudden increase in student enrollment after a forced consolidation in the 1960s.

Walsh School District RE-1, located in the extreme southeast corner of the state, was originally a single-building school constructed in 1928 at the site of what is now the elementary campus. A gymnasium was added in 1931 and, despite serious safety concerns, still houses elementary physical education classes today. In 1959, five surrounding districts were forced to consolidate into the larger Walsh School District. As a result, the student population ballooned, and so did the need for facilities to house them. The current high school was built in 1960, and an elementary addition was added in 1969. At that time, the district served 585 students. Over time, both campuses have had numerous additions and upgrades to provide for the changing educational needs of students.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Junior/ Senior High School Campus :

Junior/Senior High School is a 42,784 SF building. The main building was constructed in 1960, with an auxiliary gym added in 1972.

New storefront frames were installed in 2004

New storefront and new locks were placed on all existing doors and access control was added at two locations in 2019

Sprinkler system currently being installed on high school football field

The VOAG is a metal building that is 5,755 SF and was built in 1969. No significant re-investments have been made since its construction.

The Bus Barn is a 4,000 SF metal building erected at an unknown date. No significant re-investments have been made since its construction.

2017-2018 new roof installed at the high school and new coating to roofs of VOAG and bus barn; new screens on exterior windows at high school; new

LED lights installed at high school football field

2018 new VoIP phone and intercom system installed at both main campuses and all exterior buildings

2019 Sprinkler system installed on football field

2019 Exterior gas lines replaced

2019-2020 AI phone/card system, and new front entrance storefront installed. All exterior doors rekeyed.

Elementary School Campus :

Walsh Elementary is a 40,824 SF building/ The original building was constructed in 1928 is still standing but was decommissioned in 1980. The building is currently being used as a storage space. The gym was built in 1931 and connected to the original building with an addition in 1956. The main classroom building was another addition constructed in 1977.

New locks were placed on all existing doors and access control was added at two locations in 2019

New storefront and new locks were placed on all existing doors and access control was added at two locations in 2019;

The cafeteria building is a metal building built in 1968. No significant reinvestment has been made in the cafeteria.

There is a modular classroom installed at an unknown date, and it is currently being used for storage.

New roof installed on the new portion of the elementary building; new roof coatings on original 1928 building and gym area; seven new AC units installed in 2017

New windows installed; new carpet in one classroom 2017

New VoIP phone and intercom system installed at both main campuses and all exterior buildings 2018

BEST FY2020-21 GRANT APPLICATION SUMMARIES

AI phone/card system, and new front entrance storefront installed. All exterior doors re-keyed 2019-2020

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has been aggressive and successful at writing grants, both public and private, to support the educational programs. Some are directly related to facility needs while others free up dollars in the general fund for capital projects. Additionally, the 10 MLO has assisted the district in the ability to fund maintenance and capital projects that otherwise would have not been completed.

GRANTS:

2016 State Library Grant \$3,500 (library books)

Monsanto Innovation Grant \$10,000 (math and technology education)

2017 State Library Grant \$3,500 (library books)

Monsanto Innovation Grant \$10,000 (math and technology education)

State Cafeteria Equipment Grant \$6,386 (new hot line)

AIM-XL \$77,040 (over the course of 2 years to develop a comprehensive health and wellness policy)

Bernard C. and Hazel Neill Foundation \$8,000 (vocational agriculture greenhouse)

2018 State Library Grant \$3,500

BEST Grant \$279,428 (gas line, electrical, security upgrades)

Bernard C. and Hazel Neill Foundation \$228,343 (did NOT receive - BEST Matching)

2019 Library Grant \$4,500

Cooper-Clark Foundation \$5,221 (graphing calculators)

Emma Belle Tolbert Charitable Trust \$32,834 (plasma cutter for VoAg class)

Konkel Foundation \$10,559 (sprinkler system on football field)

Make It Happen Grant \$114,588 (over the course of 2 years to implement comprehensive health and wellness plan)

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District has a permanent, flexible 10 Mill Levy Override (MLO) to provide additional funding for any purpose including capital needs of the district. The district has utilized some of these MLO funds to support capital projects and deferred maintenance needs. In the past three years the MLO has ranged from 6-8 of the available 10 mills, and generates approximately \$225,000 of additional revenue for the District annually. The District has committed a minimum of \$100,000 per year for capital construction/renewal projects for the last 5 budget cycles. This is a district-wide figure.

The dollars per student for this year is \$704, excluding the BEST Grant expenditures (FTE=142).

The dollars per FTE for last year was \$671 (FTE=149), excluding the BEST Grant expenditures. The capital construction/renewal expenditures by year:

2016-2017 - \$59,414 - bus barn garage doors, high school carpet, suburban

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\$103,102 - BEST Grant expenses (district match)

2019-2020 - \$27,000 (ytd) - elementary AC unit replacement/repair, fire alarm repairs (both campuses), Interior lock rekeying (all buildings/campuses)

\$88,718 - BEST Grant expenses (district match)

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request: \$28,638,517.00

CDE Minimum Match %:

49

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Current Applicant Match:	\$5,513,803.00	Actual Match % Provided:	16.14473922
Current Project Request:	\$34,152,320.00	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Nov. 2020 Bond Election
Total of All Phases:	\$34,152,320.00	Escalation %:	5
Affected Sq Ft:	65,634	Construction Contingency %:	5
Affected Pupils:	149	Owner Contingency %:	6
Cost Per Sq Ft:	\$520.34	Historical Register?	No
Soft Costs Per Sq Ft:	\$96.17	Adverse Historical Effect?	Yes
Hard Costs Per Sq Ft:	\$424.33	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$229,210	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	440	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	137	Bonded Debt Approved:	
Assessed Valuation:	\$27,771,097	Year(s) Bond Approved:	
PPAV:	\$202,709	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$2,320,429	Year(s) Bond Failed:	
Median Household Income:	\$45,455	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	58.4	Total Bond Capacity:	\$5,554,219
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$5,554,219
3yr Avg OMFAC/Pupil:	\$2,944.85		



Division of Capital Construction

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 * C from grant application cost summary) \$ 16,734,637
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2019/20 AV x 20%): \$ 5,513,803
- C. New proposed bonded indebtedness if the grant is awarded: \$ 5,513,803
- D. Current outstanding bonded indebtedness: \$ 0
- E. Total bonded indebtedness if grant is awarded with a successful 2020 election (Line C+D): \$ 5,513,803

School District: Walsh School District
Project: Walsh PreK-12 New School
Date:

Signed by Superintendent: 

Printed Name: Stephanie Hurd

Signed by School Board Officer: 

Printed Name: TODD C. RANDOLPH

Title: WALSH SCHOOL BOARD PRESIDENT



Baca County Office of Emergency Management

29400 US Hwy 287

Springfield, CO 81073

jleathers@bacacountyco.gov



8 January 2020

Letter to BEST Board

February 12, 2020

To Whom It May Concern,

I am writing on behalf of Walsh School District RE-1 in support of their decision to apply for this grant. As the Emergency Manager for the County, it is my job to promote safety and try to mitigate problems before they arise or get any worse. I have been in this school many times throughout the years, substitute teaching when my children were young, attending many ballgames and now working closely with the Superintendent on school safety and plans.

The school has just updated their Emergency Operations Plan, testing that plan often. They also participate in any training or exercise I host to ensure they know their plan. They have installed a security system, only letting in those they want to let in. Out of all the schools in the county, I feel that this school is the most prepared. They want what is best for their students and community.

There are many issues the Walsh School is dealing with. The toilets plugging up almost daily, spilling sewage all over the floor is a major health concern. There are multiple door frames that have warped, causing them to not shut completely. With all the concerns about school shootings, teachers need to be able to close and lock their doors to ensure the safety of the students. Throughout both buildings, there are many issues with the electrical system. Lights that may or may not come on concern me. This could be a fire hazard. On some occasions the local fire department has been dispatched to the school, they think the electrical system may be causing surges which then throws a trouble signal to the monitoring system. The electrician has worked on their problems multiple times.

I believe that a new PreK – 12 building is in the best interest of all who attend this school, whether they attend as a student, as a staff member or attend after-school functions. Keeping this community safe and well prepared is my goal, a new building would help to ensure the safety and health of all involved.

If you have any questions, please feel free to contact me.

Thank You,

Jennifer Leathers

Jennifer Leathers
Director, Baca County Emergency Management
719-529-0471

When it was initially being discussed whether or not we should build a new school in the Walsh District, several of us were concerned that the longevity issue had to be decided in the affirmative before any action could be taken. Research was conducted to better understand the need for continuing the Walsh system in what may appear to be a hopeless situation of ever declining population. The research showed that this area of eastern Baca County has gone through three distinctive eras. The first era covered the period of 1860-to-1940 wherein the ripple effects of Manifest Destiny brought more than 10,000 people to Baca County. The 1940's and 50's transitioned into a fairly steady decline in population due to what we call the Centralization era wherein many moved to the city to find economic improvement. The family had simply outgrown the ability for the family farm to support the ever increasing size of the family. This second era lasted until the downsizing, actually, rightsizing, stabilized in the 1990's. The research data suggest a stable population condition is currently being enjoyed and should persist until the next economic revolution changes the required mix of machinery and labor. We have labeled this era as Bumpy Flat because the school enrollment statistics suggest a highly deviated pattern (Bumpy) which is statistically without a trend (Flat). The "bumpy" attribute is caused by the stork and its unpredictability. The "flat" attribute is the result of stationary economics. This result makes perfect sense because the Walsh school district supports the agricultural industry that is maintaining farming and ranching of several hundred thousand acres of land.

Dr. Bill Stoner

Walsh Public Schools

District RE-1
Walsh, Colorado 81090
<http://www.walshschools.com>

Phone 719-324-5632
FAX 719-324-5426

P. O. Box 68
301 West Poplar

Walsh Public Schools

District RE-1
Walsh, Colorado 81090
<http://www.walshschools.com>

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"Measuring success, one student at a time."

February 3, 2020

Dear BEST Board Members:

I am writing this letter in support of Walsh School District RE-1's desire to build a new PreK-12 building. I have worked for the Walsh School District for the past thirteen years. During my time at Walsh, I have worn many hats. I have been the principal, the math teacher, and a coach. I have supervised the concession stand, prom construction, float building, and many other events that take place at our school. I even serve lunch at our cafeteria. I have worked in all parts of our current 7-12 building. I have seen first-hand several safety issues. Based off of thirteen years of experience working in our current 7-12 building, I can say, without hesitation, there is a strong need for a new building.

Our students must walk from our main campus to the Vo-Ag shop each period. Nearly all of our 7-12 students eat at the Cafeteria which is located off campus. Students must walk each day to the Cafeteria. We prepare our future teachers by allowing them to work as Teacher's Aides for our Elementary School Teachers. This requires our students to walk to our Elementary School's Campus daily.

I have witnessed failing electrical issues in our 7-12 building numerous times. We have one light switch in our small gym that we have abandoned because it sparks every time we turn it on. We have a number of electrical outlets throughout the school that do not work. We are constantly tripping breakers due to electrical overloads. Most of our electrical panels are original to the building which was built in 1960. When we hire electricians to solve our problems, they have pointed out that faulty electrical "add-ons" and overloaded circuits are to blame. The wiring in our welding shop is original to the building as well. The electrical outlets are not secured properly to the wall. Students have to hold onto the electrical box to plug in their welders. Our bathrooms, locker rooms, home economics room, and science room need electrical upgrades. Those locations should all have GFI receptacles. We do not even have grounded receptacles.

Our current electrical system does not support our educational needs. We have interactive white boards in every classroom and all of our students and teachers have their own Chromebook. This technology is great, however, running computers, charging Chromebooks, running interactive white boards and running projectors often causes an electrical overload on our outdated electrical system.

Stephanie Hund
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Academic Advisor
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Ryan Renquist
Principal
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"Measuring success, one student at a time."

It is only a matter of time before we have to close school for days, possibly even weeks, due to faulty sanitation lines. On two separate occasions, we have not been able to use the showers in our locker rooms due to sewer lines backing up into our showers. Twice I have walked into our showers and found three inches of sewer in them. When we run our washing machine in the home economics room, sounds can be heard from the drains. This drain backs up nearly every time we use it. We are concerned about our ability to continue to tap into our galvanized steel sanitation lines as problems arise. For example, we recently had an issue with one of our drain lines in the concession stand area. The main sanitation line is encapsulated in a cinderblock wall with only a small portion of it accessible. That portion is rusty and does not look like it will last much longer. When that piece of sanitation line fails us, we will no longer be able to provide fresh water in our concession stand area. Another problem is the fact that we have five hot water heaters located throughout our building. None of them have a drain next to them.

The heating and cooling systems are failing at our school. Our classrooms and other work areas are heated and cooled by independent heating and air conditioning units. The original plan for air circulation within our building no longer works properly as evident by the freezing cold hallways and bathrooms in the winter and the blazing hot hallways and bathrooms in the summer. There is an air flow issue which also raises concern about the amount of fresh air that is being brought into the building.

I have noted throughout my time at Walsh School District RE-1 that our buildings are well maintained and aesthetically pleasing. Our proposal for a BEST grant is a proactive approach to avoiding a major catastrophe. If nothing is done to correct these high dollar issues, a tragedy feels eminent. Through careful planning, we have considered a renovation of our existing high school building. There are just too many issues for this to be a feasible plan. We have major ADA challenges in this building. For example, ramps are too steep and bathrooms are too small to make the necessary changes. There is not enough room between the floor and the structure for ductwork to add in a robust HVAC system. All of our major systems need replaced (electrical, plumbing and heating/cooling). Replacing these systems would require an educationally disruptive gut job. If we did make these upgrades, we would still have an old building with other expiring systems. It is in the best interest of our school district, community, parents, teachers, staff, and students to build a new PreK-12 building. If I can answer any of your questions or be of any service to you, please do not hesitate to contact me at 719.324.5221.

Sincerely,



Ryan Renquist
Principal

Walsh Junior/Senior High School

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Ryan Renquist
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February 13, 2020

To the Capital Construction Assistance Board,

Hello, my name is Todd Randolph and I am a long time school board member and area farmer/rancher at Walsh Colorado. During the time between last year's application and now, we have taken several steps in order to be certain that pursuing a BEST grant is the way we wish to proceed. We have held additional committee and community meetings where information was included (such as the in depth asbestos study). Our school board and community now have more knowledge which has helped us solidify our choice to continue the pursuit of this BEST grant. The rest of my recommendation letter mirrors last year's request, but I believe that the take home points are still valid today.

I am sure that when you are faced with the task of deciding how to rank the needs of all Colorado school districts which need capital construction projects funded it is a very difficult task. For this reason I applaud your willingness to serve on this important board. I would like to lay out my thoughts and concerns regarding why I think our school district would be a wise choice.

Our community is very conservative and we have historically made good decisions with regards to funding our district. However, due to the way the State has chosen to handle funding, it has been a very long time since there has been access to the type of money needed to actually replace our main buildings. We've always done the best we can to keep nice facilities which are up to our community's standards, but like many 50+ year old buildings there comes a time when their useful lives have been depleted. Thanks to our excellent maintenance crew, the outside of our buildings and grounds still look really nice, but we are now facing several shortcomings with regards to the bones of our facilities. Outdated electrical, HVAC, and plumbing (including sewer) systems are either close to or at failing stages. Our staff has been very adaptive and I applaud their resourcefulness when it comes to dealing with these troublesome issues.

We have spent serious time investigating the best way to proceed remedying our infrastructure in a fiscally responsible manner. I know that a lot of folks who aren't from rural areas assume that quite a few of our small towns will probably just continue to lose people until there is no need for a school at that location. However, thanks to the help of a highly trained community member, we have watched several presentations that make us comfortable with realizing we should have a pretty steady enrollment well into the future. We did experience a pretty sharp fall off in population back a few decades ago but now we have pretty well evened out at our new lower number. The expert refers to this phenomenon as "bumpy flat" enrollment. Our district covers a very wide region so consolidation here would be very impractical.

Besides being out of date, our current facilities were designed for a time when we had three times the number of students we currently serve. The inefficiencies of heating, cooling, and lighting these buildings with several vacant rooms is obvious. Another striking problem is that we have two completely separate locations a block apart which is no longer necessary. The fact that our student body and faculty must walk through part of town to move between buildings, as well as accessing the cafeteria, is unsafe and unnecessary.

We, in the most rural part of Colorado, like to think we can take care of ourselves and try not to impose our problems on people in the urban areas. However, due to the way our State's education funding system is set up, we find ourselves in need of help resolving these most important capital construction issues. We would be thrilled if our staff would not have to worry about inadequate facilities and can get back to the important part of teaching, which is what they do best. Thank you for your serious consideration of our grant proposal.

Sincerely,



Todd C. Randolph
Board of Education President
Proud parent of two Walsh graduates
Walsh graduate (Class of 1984)
Local businessman



Walsh Fire Department

401 N. Kansas St. Walsh, CO 81090
(719) 324-5566

Chief JC Forgey
Asst. Chief Rex Allen
Captain Robert Morrow

February 10, 2020

Dear BEST Board Members:

We, The Walsh Fire Department, are writing this letter to support Walsh School District RE-1 in building a new Prek-12 building that will be safe and secure for the children's educational success. From a fire stand point, one of the most dangerous things currently is that there is no fire suppression systems in either the high school or elementary school. There is however a fire suppression system in the cafeteria but it is too old and no longer works. If awarded, the fire suppression systems in the new building will need to meet NFPA (National Fire Prevention Association) requirements.

The elementary school fire detections system has many faults including sending out false fire notifications without zone information. The fire detections system is attached to the doors fire bar locking mechanisms which should unlock upon alarm notification but the system is not operational. So, if there were a fire at the school the Walsh Fire Department would have to use forcible entry to gain access to the elementary school. Currently the Walsh Elementary is having to use said fire bars to keep doors closed after hours due to the door frames being warped. Unfortunately, they cannot use the fire bars during school hours so when the wind blows it causes negative pressure in the school making the doors pop open.

The amount of asbestos in the elementary school, especially the old side which is attached to the newer building, would make a remodel of the current building extremely dangerous to the community and expensive. While operational the current cafeteria is not convenient for either the elementary school or high school staff or students. The cafeteria building is located on the same grounds as the elementary school but is not attached causing students from both schools to have to travel outside even in bad weather. High school students have to walk from the high school building several blocks to the cafeteria twice a day including breakfast and lunch.

In conclusion, the Walsh Fire Department supports Walsh School District in their attempt to better the community with safe facilities for staff and students. The above statements are the most important concerns for Walsh Fire Department. If you have any concerns or questions contact Chief JC Forgey at jamesforgev8@gmail.com

MCDONALD ELECTRIC LLC

124 S INDIANA ST.
WALSH, CO 81090
(719) 529-1000

February 13, 2020

BEST Grant Organization
Board of Directors
Denver, CO

REC: Walsh School District

To Whom It May Concern:

It is my pleasure to write a letter of support on behalf of the Walsh School District in order to help in the efforts of obtaining the BEST Grant.

I grew up in Walsh and had the pleasure of attending both facilities for elementary and high school. These facilities, teachers, administration and other staff members are very important to our small community. As an Alumnus of the Walsh School District, I am very proud of our education system and the vital role it plays in the future of our town. The walls of these facilities have great stories to tell from my Dad's generation, to my wife & I, and now our kids. Unfortunately, the buildings are wearing down and in need of extensive repairs to continue to be a safe environment to preserve our future endeavors in education.

After high school, I obtained my license as a Master Electrician and own/operate McDonald Electric LLC in Baca County. I have provided electrical installation, service & repairs for the Walsh School District for 18+ years. I have a thorough understanding of the electrical repairs needed for each facility. The electrical system was initially installed, undoubtedly, very well but was done for a time period of 60 years ago. All sub panels, conduit, THHN wiring are from the original construction date in the 1960's. These items have a safe life expectancy of 20-30 years. With technology and teaching methods changing so rapidly, there is no way to upgrade the existing electrical system. It needs a complete overhaul.

In conclusion, I fully support the efforts of the Walsh Administration in applying for the BEST Grant. School pride runs deep in my blood and I would love for my children, and future generations to have the ability to obtain their education in a safe environment in the Walsh community.

Thanks for your consideration!

Regards,

Scott McDonald
McDonald Electric LLC

● **Facilities Impacted by this Grant Application** ●

ST VRAIN VALLEY RE 1J - Spark Discovery Preschool Renovation - Spark Discovery Preschool - 1976

District:	Auditor - St Vrain Valley RE-1J
School Name:	Spark Discovery Preschool
Address:	555 8TH STREET
City:	FREDERICK
Gross Area (SF):	50,665
Number of Buildings:	1
Replacement Value:	\$15,111,733
Condition Budget:	\$11,262,219
Total FCI:	0.75
Adequacy Index:	0.22



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,510,623	\$2,930,694	1.17
Equipment and Furnishings	\$606,174	\$670,603	1.11
Exterior Enclosure	\$2,086,889	\$1,102,002	0.53
Fire Protection	\$12,889	\$468,472	36.35
HVAC System	\$3,036,312	\$3,709,831	1.22
Interior Construction and Conveyance	\$2,170,147	\$1,179,657	0.54
Plumbing System	\$690,199	\$262,185	0.38
Site	\$2,113,245	\$1,394,314	0.66
Structure	\$1,885,255	\$0	0.00
Overall - Total	\$15,111,733	\$11,717,758	0.78

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Applicant Name: ST VRain VALLEY RE 1J

County: Boulder

Project Title: Spark Discovery Preschool Renovation

Applicant Previous BEST Grant(s): 4

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

If Yes, please explain why:

Project Type:

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

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

St. Vrain Valley Schools is the seventh largest district in the state, serving 33,000 students across 411 square miles, four counties, and 13 communities. St. Vrain's student body is diverse; 37% of students are ethnic minorities and 28% are eligible for free or reduced price lunch. All of St. Vrain's schools use a rigorous PreK-12 district-wide curriculum, with each school customizing additional instructional resources as necessary to meet the needs of their school community. Because St. Vrain uses the same curriculum at all schools, St. Vrain can align staffing, professional development, instructional resources, and assessment to ensure exceptional quality at every school. As a result, St. Vrain students outperformed the state on all 12 CMAS assessments in 2019 and also showed increases in SAT scores, AP results, graduation rates, and other indicators.

Spark! Discovery Preschool is one of the state's few science, technology, engineering, and math (STEM) preschools. Founded as an outgrowth of St. Vrain's 2012 Race to the Top grant, Spark encourages, models, and celebrates creativity and risk-taking. Spark teaches children to use creativity to solve tomorrow's problems—using both sides of their brains—to successfully face the challenges of the 21st century. The design thinking process is used to frame problems, generate solutions, refine ideas, engage with others, prototype and share results. Among Spark's 353 students, 39% have a minority background, 35% have disabilities (compared to 14% nationally and 12% in St. Vrain), and at least 30% have economic risk factors (identified via the Colorado Preschool Program).

Spark! is served by St. Vrain's robust maintenance program. Day to day cleaning and upkeep are managed by St. Vrain's custodial services department, which places a head custodian and night custodian at each facility. Larger scale maintenance is performed by St. Vrain maintenance staff. SVVSD maintenance staff is organized by trade/craft. Both preventative maintenance and repair response is managed by "SchoolDude" facility management software and the District's capital asset manager.

Deficiencies Associated with this Project:

Since the original design and construction of Spark's building in 1976, instructional best practice, licensing requirements, and policies surrounding preschool education have evolved significantly. Additionally, some of the original components have reached the end of their useful life and are due for repair or replacement. While previous building renovations have provided incremental improvements, this project aims to meaningfully address the following deficiencies to the extent achievable within the final project budget.

Site Accessibility and Safety

1)The original construction of the building predated current accessibility requirements. As a result, there are portions of sidewalk and other site elements which do not comply with 2010 ADA design guidelines. The most critical deficiency is the lack of accessible access from all classrooms to the playground. Due to the high number of special needs students (35%), many

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classes must take circuitous routes to the playground to accommodate students using wheelchairs or walkers. The current route from some rooms exceeds 300 feet and requires travel on a sidewalk along Eighth Street.

2) At the preschool level, parents are required to check in and check out their students each morning and afternoon. This practice is called a “hand to hand” exchange. Currently, this activity happens at open areas of the site, which can make it difficult to control students and other siblings during the transfer. Transfers in open areas can create safety issues when small children, especially those with special needs, wander while parents and staff are engaged in the check-in and check-out process.

3) There are several locations on the north side of the building where roof and site drainage collect on sidewalks and can become icy in the winter. These icy sections create unsafe conditions at several of the parent check-in and check-out areas, which is problematic for both typical daily function and emergency egress routes. After heavy rains, water pools several inches deep in front of numerous exterior doors, making it difficult to enter or exit the building at those locations.

Student Restrooms

Spark’s facility was originally designed more than forty years ago as an elementary school. As a result, the existing restroom arrangement does not reflect current State regulations, District policies, or best practices for preschool student toileting. The fact that student restrooms are not within or adjacent to the preschool rooms requires staff coverage from administration or elsewhere whenever students need to use the restroom. For example, due to licensing requirements, if only two qualified adults are in a classroom and a child needs to use the bathroom, teachers must call the office to request an additional adult to supervise the class while one of the teachers takes the child to use the restroom. In a school of more than 350 preschool students, this scenario creates difficult and disruptive situations throughout the day, as well as inhibiting the development of basic toileting skills, especially for special needs students, which is critical at this age.

To ensure student comfort and mitigate the issues that this distance creates, the school has created a school-wide bathroom break schedule to minimize interruptions. When students need to use the restroom at other times, student to teacher ratios must be maintained and additional staff are called in to facilitate the restroom trip (as described above). Students with disabilities may also need diapering assistance, which is not currently available in classrooms. Students must be transported to one of three locations in the building with appropriate equipment. Issues similar to regular restroom trips result during unscheduled diaper changes, when multiple staff are needed both for student supervision and diapering. These situations create a chronic scenario where staff attention is diverted from educational delivery and focused on the logistics of proper toileting.

Exterior Doors

Several of the exterior doors of the building have deteriorated due to age. As a result, frequent maintenance is required to ensure latching and locking. In the past, inconsistent latching has allowed visitors to circumvent the main entry check in.

Heating Ventilation & Air Conditioning

Due to building age as well as various reconfigurations over the years, some classrooms struggle to maintain minimum or maximum temperatures. This is a particular issue at perimeter classrooms. As a result, programming is periodically moved as some classrooms become too uncomfortable to use for extended periods. Some HVAC equipment is reaching the end of its useful life, which has become evident with recent breakdowns. The units have been repaired, but further attention is required.

Roofing

The gravel surfaced Built-Up-Roofing (BUR) system for the building was installed in 1998 and evaluated in 2016 by St. Vrain’s roofing consultant. In that report, the perimeter, field, and penetrations, as well as the overall condition, were listed as “failed”. Additionally, St. Vrain has responded to seven leak repair work orders in the past three years for this roof. The existing warranties on file include a manufacturer's warranty which expired in 2008 and a contractor’s warranty which expired

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in 2001.

Projectors

The building does not include modern educational technology amenities. For example, instead of wall projectors, teachers use projectors on rolling A/V carts. In addition to not being aligned with educational best practice, this system creates the need to run cords along the floor, which creates undesirable conditions (such as tripping hazards) and encourages staff to cover cords with rugs and other discouraged materials.

Fire Alarm and Suppression

The existing fire alarm system has not been upgraded to a voice evacuation system. Discussions to date with the local authority having jurisdiction (AHJ) indicate that an upgrade will not be required with this renovation. However, St. Vrain sees this upgrade as a valuable improvement and an ideal opportunity for implementation. Therefore, while a fire alarm upgrade has not been included in the project at the time of BEST Grant application submission, St. Vrain intends to continue to seek funding for it.

The building is not currently equipped with a fire suppression system and, similar to the fire alarm upgrade, the installation of a suppression system is not anticipated to be required by the local AHJ. While the addition of fire suppression has not been included in the project at the time of BEST Grant application submission, St. Vrain intends to continue to seek funding for it.

Proposed Solution to Address the Deficiencies Stated Above:

Site Accessibility and Safety

1) Sidewalks and other site elements will be modified to comply with current ADA requirements. Additional sidewalks and ramps will be installed along more direct and accessible routes. See annotated photographs for select locations. These elements will reduce walking distances for students with disabilities, and remove the routes from traffic.

2) New fencing or other boundary features will be provided to create safe and contained check-in and check-out areas at classroom entries.

3) Sidewalk and other site infrastructure will be modified to mitigate drainage and ice issues. These modifications will ensure that all doors are accessible for regular and emergency use.

Note: The construction planning team has concluded that some of the site safety and accessibility deficiencies could be further mitigated by a re-location of the playground. This possibility has been studied in master planning work and is tentatively identified for relocation to the north of the building. This placement would put the playground at the same relative elevation as the school and would allow the possibility of reopening the street to the west. However, the budget will not support moving the playground at this time; St. Vrain will seek additional funds to pursue this work in the future.

Student Restrooms

To ensure timely and developmentally appropriate toileting for students, the project's scope includes adding restrooms to as many preschool rooms as possible. "Priority" and "Secondary" priority rooms have been identified and will be included to the extent that the final budget allows. The current scope estimates the addition of five priority restrooms and additional "secondary" restrooms will be included as final budget allows.

Exterior Doors

Failing exterior doors will be repaired or replaced.

Heating Ventilation & Air Conditioning

BEST FY2020-21 GRANT APPLICATION SUMMARIES

An allowance has been provided in the project budget for a design solution to improve the ability of the HVAC system to more effectively condition classrooms. The current allowance was derived from a combination of available funds and conceptual component estimating.

Roofing

The 2016 roofing consultant report recommended roof restoration as soon as possible to mitigate possible further failure. The intent is to implement this work per previously prepared restoration design. The previous design generally indicates removing existing ballast, preparing existing BUR to receive a new coating, applying a roof primer and a cold process restoration coating, and installing gravel ballast. Improvements to various penetrations and other detailed work are also included.

Projectors

St. Vrain standard wall mounted short-throw projectors will be installed to replace the current outdated technology.

How Urgent is this Project?

Student safety is St. Vrain's highest priority. As school safety has evolved, so too have St. Vrain's capital investments and protocols. St. Vrain's voters have invested significantly in safety improvements through bond elections. In addition, staff pursue all available resources, including training, grants and partnerships, to further enhance student safety. However, preschool facilities offer especially complex challenges when compared to Kindergarten through 12th grade facilities. Licensing requirements, hand-to-hand drop-offs and pick-ups, supervision, and student ratio requirements contribute to a constellation of factors that are difficult to address in a "piecemeal" solution; major improvements represent the only way to maximize safety and educational opportunities for students at Spark. By mitigating many of the major issues within the building and creating lasting solutions, this project could significantly improve the educational experience for students and teachers for the long-term.

Research from Harvard University's Center on the Developing Child states that "healthy development in the early years (particularly birth to three) provides the building blocks for educational achievement, economic productivity, responsible citizenship, lifelong health, strong communities, and successful parenting of the next generation." Experts increasingly recognize that early childhood education represents a critically important—and cost-effective—opportunity to improve student outcomes. As a result, school districts and the state should invest in programs like Spark. In addition, preschool is many families' first experience with formal education. Spark serves 17% of the district's incoming kindergarteners and more than 20% of the district's total preschool population. Students' and families' experience of preschool, including this facility, sets the tone for their experience in grades K-12. By addressing the issues at Spark, this project will ensure the best possible experience for a significant percentage of its youngest learners.

St. Vrain intends to begin work in the summer of 2020 to mitigate the most urgent deficiencies. If BEST grant funds are not awarded for this project, St. Vrain will prioritize the most urgent needs within the existing budget. The remaining scope will be deferred for potential future capital and bond funding, which will delay the improvements significantly, increasing the risk of system failure and student impact.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

St. Vrain maintains an annual budget of approximately \$4M for both capital renewal and general ongoing building maintenance. The amount allocated to each facility each year varies in response to capital planning and highest priority needs. Each year, internal facility audits are performed which, along with other sources (i.e. St. Vrain's Roof Asset Management Program), inform a database of facility needs. A capital forecasting software program is used to organize and prioritize each item. A rubric style system has been developed to analyze priorities and to select which improvements can be funded each

BEST FY2020-21 GRANT APPLICATION SUMMARIES

year. Typically, larger items that can't be funded through annual Capital budgets are considered when the scope for Bond packages are developed. Additionally, St. Vrain's asset management system generates and issues preventative maintenance work orders to ensure that routine maintenance occurs.

One example, specific to Spark Discovery Preschool, of how this system works is related to the deterioration of some of the exterior doors. Work orders have been received for several of the exterior doors on more than one occasion. The first step in response is the dispatch of SVVSD maintenance crews, if the issue can be resolved by repair, the work is completed and the work order is closed. In the case of these doors, SVVSD door technicians made multiple repairs to several doors before arriving at the ultimate conclusion that the doors were beyond repair and in need of replacement. Since the scope includes multiple openings the cost for the work exceeded what is anticipated within the annual maintenance budget. The item was therefore identified on the capital forecast list for the facility. Once on the capital forecast list the item competes with all other District facility projects for inclusion within a finite annual capital budget, which is when the prioritization matrix is implemented. Items on this are also excellent candidates for consideration when the scope of bond or grant funded work is developed.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The building was constructed in 1976 as an elementary school. In 2013, the building had minor renovations to be used as a preschool.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The original building was built in 1976 by St. Vrain Valley Schools as an elementary school. In 1993, an addition/renovation project was completed, during which administrative offices were added and the HVAC and electrical systems were augmented and improved. The kitchen was remodeled and a music room addition was completed in 2000. In 2005, a preschool classroom addition was constructed. Finally, in 2013, when the elementary school student body moved to the newly remodeled Thunder Valley K-8 school, the building underwent minor renovations and was re-purposed as a preschool.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The initial budget for this project is the Bond funding from the 2016 Bond. St. Vrain has worked to allocate Capital Reserve Funds to the project as well.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

St. Vrain maintains an annual Capital Reserve account for capital renewal as well as a General Fund account for ongoing facility maintenance. The combined funding of those two accounts was approximately \$144 per FTE (\$4.5M / 31,300 {FTE}) for the 2019-2020 school year. This money is allocated per the audit priority matrix among all District facilities.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Due to the nature of the scope of this project, significant annual utility cost savings are not anticipated and have not been calculated. Current annualized utility costs are as follows:

Electricity \$48,730
 Natural Gas \$26,135
 Water \$10,114
 Wastewater \$3,304

Current Grant Request:	\$1,232,068.20	CDE Minimum Match %:	70
Current Applicant Match:	\$2,874,825.80	Actual Match % Provided:	70
Current Project Request:	\$4,106,894.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Portion of 2016 Bond, with some additional funding from Capital Reserve.
Total of All Phases:	\$4,106,894.00	Escalation %:	0
Affected Sq Ft:	24,300	Construction Contingency %:	5
Affected Pupils:	304	Owner Contingency %:	10
Cost Per Sq Ft:	\$169.01	Historical Register?	No
Soft Costs Per Sq Ft:	\$18.64	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$150.37	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$13,510	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	80	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	31,167	Bonded Debt Approved:	\$260,340,000
Assessed Valuation:	\$3,324,409,321	Year(s) Bond Approved:	16
PPAV:	\$106,664	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$105,416,917	Year(s) Bond Failed:	
Median Household Income:	\$82,022	Outstanding Bonded Debt:	\$531,080,000
Free Reduced Lunch %:	27.1	Total Bond Capacity:	\$664,881,864
Existing Bond Mill Levy:	17.55	Bond Capacity Remaining:	\$133,801,864
3yr Avg OMFAC/Pupil:	\$3,438.48		

● **Facilities Impacted by this Grant Application** ●

Salida Montessori Charter School - New PK-8 School - Salida Montessori - E - 1960

District:	Auditor - Charter School Institute
School Name:	Salida Montessori E Street
Address:	349 E STREET
City:	SALIDA
Gross Area (SF):	3,120
Number of Buildings:	1
Replacement Value:	\$557,927
Condition Budget:	\$454,948
Total FCI:	0.82
Adequacy Index:	0.50



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$69,633	\$48,941	0.70
Equipment and Furnishings	\$20,238	\$25,298	1.25
Exterior Enclosure	\$95,663	\$82,270	0.86
Fire Protection	\$154	\$31,099	201.35
Furnishings	\$4,011	\$1,003	0.25
HVAC System	\$28,307	\$35,385	1.25
Interior Construction and Conveyance	\$161,393	\$166,035	1.03
Plumbing System	\$44,862	\$53,632	1.20
Site	\$28,356	\$28,778	1.01
Structure	\$105,309	\$13,609	0.13
Overall - Total	\$557,927	\$486,050	0.87

Salida Montessori Charter School - New PK-8 School - Salida Montessori - I - 1988

District:	Auditor - Charter School Institute
School Name:	Salida Montessori I Street
Address:	1040 I STREET
City:	SALIDA
Gross Area (SF):	3,298
Number of Buildings:	1
Replacement Value:	\$764,170
Condition Budget:	\$540,593
Total FCI:	0.71
Adequacy Index:	0.29



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$90,343	\$89,381	0.99
Equipment and Furnishings	\$11,626	\$14,533	1.25
Exterior Enclosure	\$112,090	\$64,945	0.58
Fire Protection	\$163	\$33,047	202.42
HVAC System	\$31,586	\$2,307	0.07
Interior Construction and Conveyance	\$103,767	\$76,609	0.74
Plumbing System	\$38,408	\$33,607	0.87
Site	\$255,352	\$259,041	1.01
Structure	\$120,834	\$0	0.00
Overall - Total	\$764,170	\$573,470	0.75

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: Salida Montessori Charter School

County: Chaffee

Project Title: New PK-8 School

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

In 2013, a wave of community support fueled a diverse group of locals to form a steering committee to offer a public, Montessori educational choice in Salida, a mountain town of approximately 5,000 people. The Salida School District and the community, working together determined that a Montessori option was viable. The District, together with the school and CSI, determined they lacked the capacity to be a charter authorizer and voted unanimously to allow the founding group to apply to CSI for a charter. The Charter was authorized by CSI on January 13, 2015.

Salida Montessori Charter School opened in 2015 with an enrollment of 99 students, about the capacity of our facilities. Our mission: to offer an authentic Montessori education leading to students who are independent, inquisitive, respectful, and empowered to realize their individual potential in future academic and life endeavors. The school's materials and curricula are aligned with State Standards. For the past three years, SMCS ranked as a Performance School by CDE. We have a waitlist of 54 for our K-8th grade classrooms. Parents are choosing to drive their students up to 30 miles each way to attend SMCS.

SMCS leases two separate campuses not designed as schools. They are about a mile apart because no single facility is available to accommodate the school. These two campuses are referred to as I-Street (Toddler-3rd Grade/Admin) and E-Street (4th-8th Grades). Neither facility can be physically expanded. Our Master Plan allows for additional space to be added to the building in the future, however, we do not expect to need additional space for some time.

I-Street Campus (Toddler-3rd Grade/Admin)

This campus was constructed in 1988, a 3,298 sq ft, single-story building that houses 3 educational programs and the main office. The three educational programs are Toddler (1-3 yr. olds), Children's House (PreK - K), and Elementary 1 (1st - 3rd grades) in undersized classrooms. The sq ft per child, respectively, is 41.4, 36.5, and 37. This facility does have an enclosed, older small playground, but no open field area. The main office is in a converted closet at 138 sq ft.

E-Street campus (4th - 8th Grade)

We may lose our lease on this campus due to landlord needs. This campus was constructed in 1960 as a two-story, 3120 sq ft church annex that houses two educational programs. The Elementary 2 classroom (4th - 6th grades), and the secondary classroom (7th -8th grades). The secondary classroom splits into two very small rooms that provide 30.5 sq ft per student. In addition to these two programs, this facility houses 1) a small, walled-off kitchen used as a breakout room for Title I purposes, the school counselor, and classroom material storage, 2) a small office/breakout room for the Exceptional Students teacher, a small teacher workroom/storage/breakout room, and 3) a utility room that also serves as a Head of School office and storage room. There is no playground, students use the public park a block away for recess and outdoor P.E.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Both buildings have significant security and health and safety issues. At both campuses, the main entrance opens into a classroom. Students learn in substandard environments including undersized rooms, poor classroom air quality, and hot or cold classrooms. There is no space for indoor recess or PE facilities, nor is there a large group meeting place for assemblies or community events like concerts and plays.

We are restricted by our lease from doing major capital construction projects. However, we were given permission to make small modifications that include a temporary wall, not soundproof, and an end wall and door to create classroom space. We tried to combine the two secondary rooms into one larger room but discovered asbestos on the walls making the project not viable. We created and are following an asbestos-management plan as a result.

Deficiencies Associated with this Project:

FACILITY DEFICIENCIES

Security Issues

1. Main Entrances (Security)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

Both campuses have multiple exterior doors that are difficult to monitor throughout the day. The main entrance to both campuses is not secure. Visitors ring a doorbell and staff need to look out a small side window to identify the visitor before opening the door. There is no barrier beyond the front door to prevent access to all the classrooms. The Administrative office at the I-Street Campus does not have a direct sightline to the front doors and is windowless to the outside of the school. Visitors to the main school office have to pass through a classroom. At the E-Street campus, the administrative office spaces are at the far end of the building in the basement with no view of any entrances. The two secondary entry/exit doors are old solid wood doors with old hardware providing minimal security and only a peephole, but no windows for exterior viewing.

2. Lack of Indoor/Outdoor P.E. Space (Security)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

We have to use an unsecured public park for outdoor P.E. This is a heavily used public city park. We have the added expense of additional staff to monitor students while in the park. We regularly deal with unwanted people interacting with students, and drug use by non-students.

The park is located about a block away from the E-Street campus, but about a mile from the I-Street campus requiring the added expense of bussing students to P.E. Additionally, during the winter, we have the added expense of having to rent a variety of facilities around town for use as indoor P.E. areas. The distance of many of these facilities requires bussing and the extra cost of their operation.

3. No Saferooms (Security)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

Most interior doors are of hollow wood design and have nonlocking door hardware. Those doors that do lock could be easily breached by intruders that have gained entry into the school. There are no areas for a class to securely hide. Additionally, at the E-Street campus, the lower level classrooms have windows at ground level that could be breached as do the only restrooms in the facility.

4. Unsecured School Grounds (Security)

E-Street campus (4th – 8th Grade)

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The grounds are unfenced and allow easy public access directly to all sides of the building. The main entrance faces the main road with the town's public library across the street. One side of the building is bordered by a well-traveled alley that accesses the Post Office and a Church that provides community services on a daily basis. The other side is part of our landlords (church) property and unsecured. The back of the building is accessed off the alley and provides parking for school and church staff that is unmonitored.

4. No On-site Playground (Security)

E-Street campus (4th – 8th Grade)

We have to use an unsecured public park about a block away as a playground. This is a heavily used public city park. We have the added expense of additional staff to monitor students while in the park. We regularly deal with unwanted people interacting with students, and drug use by non-students.

5. Drop-off and pick-up (Security)

E-Street campus (4th – 8th Grade)

All drop-offs/pick-ups occur in unsecured areas on a busy road across from the public library and the alleyway. There is very limited parking/waiting areas. Many students walk or ride bikes to school weather permitting. There are no designated crosswalks. The bike rack is located between the building and the busy alleyway. Multiple staff and student bikes have been stolen or vandalized while parked in the bike rack.

6. Administrative Office located in Utility Room on the lower level at the rear of the building (Security)

E-Street campus (4th – 8th Grade)

The Administrative Office is in the utility room of the facility located at the opposite end of the building from the front door and located off a small teacher workspace/breakout room. This location provides no sightline of any part of the building and hearing the main entrance doorbell is very limited. Any visitors have to be brought past all classrooms to go to the office.

Health and Safety Issues

1. Campuses Not ADA Compliant

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

At the E-Street campus, all three entry/exits require the use of stairs. Once inside the front main entry, both floors of the two-story building require an additional flight of stairs for access. There is no elevator. The basement hallway is narrow. Restrooms for the entire building are located in the basement and are not ADA compliant, and doors do not meet accessibility requirements for lever type door hardware. There is no exterior or interior ADA compliance signage. The I-Street campus three entry/exits are at grade, but door hardware is not ADA compliant. Restrooms are not ADA compliant, and doors do not meet accessibility requirements for lever type door hardware.

2. Poor Indoor Air Quality (Health and Safety)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

There is poor indoor air quality due to the heating system recirculating the indoor air with limited or no exchange of fresh air. There is no designed fresh air exchange.

AIR QUALITY TEST RESULTS

BEST FY2020-21 GRANT APPLICATION SUMMARIES

We had an air quality test run on February 5, 2020, at both campuses. As a baseline, the outdoor air quality was measured and the results show the readings fall within normal parameters. You'll notice that both carbon dioxide (CO2) and formaldehyde (HCHO) levels range from unhealthy to very unhealthy. The reading for each test will be in parenthesis (n).

(Note: Unless denoted, readings fall within normal parameters)

Outdoors:

PM2.5 (1.8), PM 10 (3.1), Particles (74), CO2 (400) GOOD, HCHO (0.043), Temp F (49), Humidity (13%)

I-Street Campus

Elementary 1 Classroom:

PM2.5 (16.3) MODERATE, PM 10 (27), Particles (1211), CO2 (2,205) UNHEALTHY, HCHO (0.246) UNHEALTHY, Temp F (68), Humidity (32%)

Toddler Classroom:

PM2.5 (6.1), PM 10 (9.6), Particles (347), CO2 (1364) UNHEALTHY for Sensitive Groups, HCHO (0.079) UNHEALTHY, Temp F (69), Humidity (26%)

E-Street Campus

Elementary 2 Classroom:

PM2.5 (6.4), PM 10 (9.5), Particles (565), CO2 (3,405) VERY UNHEALTHY, HCHO (0.416) UNHEALTHY, Temp F (71), Humidity (36%)

Secondary Classroom:

PM2.5 (6.0), PM 10 (10.3), Particles (463), CO2 (2,810) VERY UNHEALTHY, HCHO (0.448) UNHEALTHY, Temp F (68), Humidity (36%)

Head of School Office:

PM2.5 (6.0), PM 10 (8.9), Particles (428), CO2 (2,189) UNHEALTHY, HCHO (0.274) UNHEALTHY, Temp F (66), Humidity (33%)

3. Inadequate Classroom Spaces (Health and Safety)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

All classroom spaces are undersized as regular classrooms. Due to our multi-age Montessori classrooms, which require even more square footage per student, classrooms are severely undersized, which hinders students learning. Students should have room to space themselves out to work individually, in small groups, or be part of small group lessons. Additionally, both campuses lack adequate breakout rooms for students who receive Title I, SpEd, or counseling services, or when working on a group project that would disturb the main classroom.

4. No Large Indoor Meeting Space (Health and Safety)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

BEST FY2020-21 GRANT APPLICATION SUMMARIES

There is no large space for public programs, P.E., or a lunchroom at either campus. We often have to rent an additional space when doing any kind of community programs, as we would exceed the building occupancy limit. During inclement weather, recess is held in the classroom, providing no physical activity opportunities for the students. We have to rent an additional facility to provide P.E. to the students during the winter months and have to cancel P.E. occasionally when using the public park due to unsafe conditions. Students are forced to eat lunch in their classrooms.

5. Lack of Complete HVAC System (Health and Safety)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

Heating is provided for the entire building at each campus from one gas heater. The building temperature is controlled by one thermostat located in a classroom as the system is not zoned. This lack of zoning and adequate vents in the building creates hot and cold disparities throughout the building. Multiple space heaters are required in an attempt to provide enough heat for students and staff at the two-story E-street campus.

The I-Street campus has air conditioning in the building for use during the warmer months. However, it is not zoned and often is not working properly. The E-Street campus does not have air conditioning for use during the warmer months. It requires opening windows and running fans.

6. Administration Offices (Health and Safety)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

The I-Street campus administration office is also the main office for the school. The security issues associated with this office are addressed above under the security category. The other issue with this space is it is a small 138 square foot area. This area contains two desks for the Registrar/Administrative Assistant and the Business Manager. The desks are shared in the afternoon by the Preschool Director, Head of School, Nurse, and an occasional staff member. This office also contains the campuses only printer/copier, office supplies, nurses' supplies, two file cabinets (containing student and administrative files), a small staff library, is the sick room, and a time-out room. The space is very cramped, and no privacy/confidentiality can be obtained. Because of its multi-purpose use, the confidential business of the school is difficult to conduct, and there is never a quiet work environment to complete school administrative tasks.

The E-Street campus administration office from a security standpoint is also addressed above under the security category. The other issue with this space is it is a small 107 square foot utility closet. This closet contains the building's furnace, hot water heater, utility sink, art supply storage for the entire school, Head of Schools small desk and file cabinet. It is poorly lit and has a small unusable window that is frosted. There is a small teacher workroom/breakout room that you must walk through to access it. Only one additional person can be in the room so when meetings about students with parents or school specialists are held, the space is very cramped and limited privacy/confidentiality can be obtained. Because of its multi-purpose use, the confidential business of the school is difficult to conduct, and there is never a quiet work environment to complete school administrative tasks.

7. Older Electrical System and Fixtures (Health and Safety)

E-Street campus (4th – 8th Grade) and I-Street Campus (Toddler-3rd Grade/Admin)

At the E-Street campus, there was some updating of the electrical system when the school started, but minimal due to leasing the building and knowing it was not the long-term solution for the school. The lighting fixtures have long exceeded their life expectancy and are inefficient. Some rooms lack proper lighting. There are very few wall outlets in the building, requiring the use of many power strips throughout the building.

The lighting fixtures at the I-Street campus are older inefficient fixtures. The lights for two of the classrooms run through a

BEST FY2020-21 GRANT APPLICATION SUMMARIES

temporary wall that was installed to create two classrooms out of one large open area. The lights are only controlled from one classroom. There are very few wall outlets in the building, requiring the use of many power strips throughout the building.

8. Old Plumbing System and Fixtures (Health and Safety)

E-Street campus (4th – 8th Grade)

This building is still using the plumbing system installed in 1960 when the building was built. There are frequent toilet backups, and frequent attention to the system is required as sewer gas is frequently released into the restrooms on the lower level of the building.

9. Small, Congested off-street pick-up/drop-off area (Health and Safety)

I-Street Campus (Toddler-3rd Grade/Admin)

The drop-off/pick-up area is located off the street but is small, providing only 4 parking spaces and a single drive-through lane. Pedestrians must cross the flow of traffic in the drop-off/pick-up area to access parked cars that are both on and off-street. There are no vehicle barriers or room to place them between the drop-off/pick-up area and the sidewalk and school building.

10. Playground located on the Northside of the building causing dangerous snow and ice build-up. (Health and Safety)

I-Street Campus (Toddler-3rd Grade/Admin)

When SMCS leased the building, a school appropriate playground was already installed on the property. Unfortunately, the space available was the Northside of the building. This playground provides the only outdoor play space on the property. Being located at 7,000 feet, and shaded, the playground regularly becomes iced, causing slipping hazards around the play equipment and in landing zones. Additionally, drain water from the gutters is directed onto the playground as there is no other place for it to go, causing additional icing conditions.

11. Poor design of building gutter and drainage system causes ice to buildup on parts of the playground and in front of several doors. (Health and Safety)

I-Street Campus (Toddler-3rd Grade/Admin)

The design of the gutter system and building causes pooling of water (ice) at the main entrance and with a designed depression in front of the Children's House classroom entrance, it also becomes heavily iced. The downspouts all release right by the building and flow across pavement away from the building, causing excessive icing on walkways around the school and on the playground.

Proposed Solution to Address the Deficiencies Stated Above:

Construction of a New School Facility

New Building Concept

The proposed solution for the Salida Montessori Charter School is to construct a new building on the land that was purchased by the school in 2018. The proposed site consists of 1.52 Acres and is conveniently located in the town of Salida near the existing I Street Campus and near the intersection of J Street and W 12th Street. Existing improvements on the property include an existing small house, a metal garage, and several small storage sheds and well sheds. The existing property is relatively flat with a large buildable area that can be served by Salida utilities. Through the planning process, it was determined that retaining any of the existing structures is not feasible. Due to the small overall property size, working around the existing house would not provide a very functional site design and would not support the goal of consolidating school facilities. SMCS is currently testing the existing structure for hazardous materials.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Working with a broad group of stakeholders, including the design team, staff, parents and administrators, a program was developed to accommodate the current school enrollment and address both functional and programmatic deficiencies that now exist. The planning process included four interactive meetings with a final presentation held at the public board work session to obtain broad feedback on the proposed solution. With a current enrollment of 111 students, the new facility is programmed to accommodate 120 students with an overall area of about 16,000 square feet (refer to the exact proposed area on cost summary spreadsheet). The Salida Montessori Charter School seeks to provide a new facility that is efficient and takes advantage of multi-use spaces while also supporting the Montessori philosophy. The proposed area per student is 129 square feet, which falls under the CDE guidelines for Montessori schools of 169 sq.ft./student. The area per student in the existing facilities is currently 56 sq.ft. / student and so the upgrade to 129 sq.ft./student is a substantial improvement and meets the needs of the school while remaining economically responsible. The master plan proactively identifies a future addition of four classrooms that is intended to accommodate future enrollment growth in an organized and planned manner. The current grant request is for phase one only and does not include this future addition.

The proposed facility provides a safe and organized drop off area that provides space for parents to both drop-off and pick-up along a curb line that is removed from the street. It also provides spaces to park and a crosswalk for parents who must accompany their small children into the building. A single main entry is provided by means of a security vestibule located adjacent to the administrative offices. Good visibility is provided from the office area to the front of the school including the entry, bike parking, and drop off and parking areas.

Secure play areas occur on the south side of the building which is provided with fences to both separate the preschool students and limit public access. Additional play areas including a playfield, basketball court, garden, and outdoor classrooms extend to the west and are controlled by fencing at the perimeter of the site. Second level classrooms have direct access to playgrounds by means of a small exterior balcony. Firetruck access occurs through a gate that also limits access to internal staff and bus parking. The result is a design that provides ample secured outdoor space that is directly connected to classrooms for easy access to the outdoors for play, physical and educational opportunities.

The building and site organization is the result of an onsite design charette that was facilitated by the Design Team and included input from administration, board members, parents, and staff. The idea was to separate public and secure student areas on the site and in the building. The administrative areas are located at the front of the building and provide visibility to exterior entry and parking areas. Classrooms are organized along the south side of the building giving classrooms direct access to playgrounds. Toddler (Age 1-3) and Children's House (Age 3-5) classrooms are adjacent to sleeping rooms and occur on the first floor. Classrooms are sized to support the Montessori process and are in conformance with the CDE Construction Guidelines.

A large central Multipurpose Room serves as a common space that can be used for art, music, lunch, indoor PE, performances and large meetings. The Multipurpose Room is a two-story volume that connects the upper floor and creates a sense of unity in the building. On the second floor are the classrooms for Elementary 1 (Age 6-8), Elementary 2 (Age 9-11) and Secondary (Age 12-13 or 7th and 8th grades). The second-floor classrooms are organized around the Multipurpose Room and also have direct access to the outdoors by means of a small balcony with stairs that lead to playgrounds. Access to nature and outdoor activities are essential to the Montessori model and are promoted through direct access, daylight, and views. Breakout rooms are provided for small group work as well as to provide an area for special education, interventions, and counseling.

Construction Description

The proposed building is planned to be Type V-B construction consisting of shallow foundations, slab on grade, wood-framed walls, and wood-framed floors and roof. The roof is anticipated to be a sloped roof at 4:12 pitch with a standing seam metal roof. Interior walls will be 2x4 framed with three layers of gypsum board (2/1) to reduce sound transmission and provide durability. The second floor will have a concrete topping over the wood-framed floor to reduce sound transmission. Ceilings will be suspended acoustic tiles to reduce noise in classrooms and accommodate lay-in light fixtures. Restrooms will have durable surfaces comprised of tiled walls and floors. Typical classrooms will have a combination of carpet and resilient surfaces on the floors.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Exterior materials are yet to be determined at this point, but preference has been given by the school to use durable long-lasting materials that require little ongoing maintenance. The design team will work with the school to identify materials that meet their requirements and are also cost-effective. Exterior decks will have synthetic wood surfaces that don't require ongoing maintenance. Windows will be aluminum or UV resistant fiberglass with insulated glazing the low-E coatings. Entrances will be storefront or similar and interior doors will be solid core wood doors with the required hardware to allow staff to secure their doors without leaving the classrooms. Classrooms will provide safe areas to shelter within the building in an emergency.

The building will incorporate a fire sprinkler system, fire alarm, and public address system. Lighting throughout the facility will be LED with dimming capability in classrooms. All electrical outlets will be tamper-resistant on the lower floor. It is desired that the building has in-floor radiant heat on the lower floor due to the toddler, preschool function with small children on the floors doing activities. The remainder of the mechanical system is anticipated to be fan coil units with enhanced ventilation capability to keep CO2 levels down.

Complete site development is anticipated and included in the proposed project budget. Site construction includes paved parking and drop-off areas, playground equipment and appropriate surfaces for fall protection, a small synthetic turf field, a hard surface for outdoor basketball, outdoor classroom spaces, a raised garden area and a natural path for PE and outdoor education. Landscaped areas will include durable surfaces and plant materials that require little water and are easily maintained. The design team will investigate the opportunity to retain an existing irrigation wellhead for future use of the school to reduce ongoing operational costs. Site lighting will be professionally designed and limited to the parking and building wall packs for egress and security while maintaining dark sky compliance.

How Urgent is this Project?

Salida is experiencing a construction boom and has an increasing student population. There are no existing rentals that can meet our needs for enough square footage at any price. There are no buildings for sale large enough to meet our needs. When the school started, there were no vacant school buildings in town or anything large enough to renovate into a single school building. Therefore, SMCS was forced to lease two substandard buildings while we continued to look for a suitable facility. As time went on and demand for enrollment at SMCS increased, the inadequacy of the facilities became glaring, all the while the Board's facility committee continued to look for a more permanent option. Two years ago a building corporation was formed and a parcel of land was purchased with the intent to build a permanent campus there. The building corporation was in discussion with the USDA about a loan for the new construction, but we received notice in August that they had changed their priorities and would not fund the project. Additionally being a CSI school, we can not bond to help with financing the construction of a new facility. Finally, we risk losing our lease at the E-Street campus (houses our Elementary 2 and Secondary programs) in 2021 due to changing landlord needs.

The numerous security, and health and safety issues (as outlined above) these buildings have, and subject the students and staff to, the urgency of this request is URGENT.

If we are not awarded the BEST grant we will, of course, continue to seek funding elsewhere. We don't know where. In the short term, we will be forced to allocate some of our construction reserve funds to address the deficiencies of our I-Street campus. The E-Street campus lease situation is too tenuous to invest money in that facility, as that lease may not be renewed. We may be required to lease two additional facilities in order to replace our E-Street building, as there are no other buildings of suitable size in town. We may have to downsize our program to fit into the I-Street campus, which would mean a substantial (50%) cut to our programming.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Since its inception, SMCS has budgeted for reserves knowing eventually we would need to find a more permanent solution to

BEST FY2020-21 GRANT APPLICATION SUMMARIES

the inadequate leased facilities the school currently occupies. Upon completion of the grant, the SMCS BOD will adjust the budget and begin appropriating funds for a capital renewal fund. The new building, with new systems will provide adequate time for SMCS BOD to estimate life spans for the systems and to plan for their eventual replacement.

To ensure that the new building is properly maintained, we will create a specific maintenance plan based on the systems installed to ensure warranty protection, routine inspections, maintenance schedules, etc. Additionally, we will budget for routine and long-term maintenance needs. A maintenance person will be responsible for overseeing the plan and maintaining the facility. The maintenance person will also be responsible for bringing in outside experts if that is required for a specific piece of equipment.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

An extensive search was done when the school was started for a single facility which would accommodate the school. No single facility was available. The school found that the combination of two building a mile apart was our best option in the short term. Both facilities are leased and were the two best options available at the time the school started. Both spaces are inadequate. We knew from the beginning that in the long run we would need to buy and build in order to adequately house our school. We have been working towards a new school from our inception. In 2018 we were able to purchase a piece of property with a plan to build our school there.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

No capital improvements have been done to either facility since they are leased. A couple of temporary walls have been built to help separate a larger space into separate classroom spaces at the I-Street campus. The school had permission from the church landlord at the E-Street campus to remove some walls between two small rooms (251 sq ft and 268 sq ft) to make a larger space of approximately 600 sq ft for the Secondary classroom. Unfortunately, asbestos was found on the walls during testing of the area and abatement was estimated at over \$10,000, which was cost-prohibitive, especially since we don't own the building. A mediation plan which included installing sheathing over the walls from floor to four feet up to prevent damage to the walls containing asbestos was done so the rooms could be used as two small separate classrooms.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We have discussed financing our facility needs with a number of different kinds of funders since the inception of the school. In the fall of 2018, SMCS hired Choice Advisors and worked with Matthias O'Meara there. Choice Advisors worked with SMCS to identify and evaluate different funding options. Choice Advisors and SMCS evaluated both tax-exempt and taxable bond funding, possible commercial bank loans. We determined the most viable option appeared to be to work with the USDA for our financing needs. SMCS applied to the USDA for financing for its project in December of 2018. In July of 2019, the USDA notified SMCS they would be unable to finance our facility.

SMCS and Choice Advisors then determined that the BEST grant would be the best option for SMCS and we began the process of applying for the BEST grant.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The school (including the administrative team, Board finance committee and our financial consultant) goes through a detailed budget analysis each year to determine our upcoming years budget.

For FY19 the facility capital outlay which does not include utilities or repairs was \$67,074.63 or \$810/FTE.

Additionally, the school expended \$9,403 on utilities for our I-Street campus, and \$2,021 on utilities (most utilities included in the lease, except internet, phone, and garbage) at our E-Street campus.

All figures are based on the two campuses that SMCS currently leases and makes up the entirety of our school facility.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We operate two separate campuses:

I-Street which houses 3rd grade and below and our main office and is the main address for the school with a monthly lease payment of \$2,200 with no utilities included. Our annualized utility costs are \$9,403. Breakout: Gas & Electric \$3,695, Internet \$1,020, Water & Sewer \$981, Telephone (VOP system covers both campuses) \$2,394, 1/2 cell phone for HOS \$432, Storage \$576, Trash \$305.

E-Street which houses 4th - 8th grade with a monthly lease payment of \$2,200 including some utilities. Our annualized utility costs are \$2,021. Breakout: Gas & Electric \$0 (included), Internet \$708, Water & Sewer \$0 (included), Telephone (VOP system covers both campuses) \$0 (is charged to main campus), 1/2 cell phone for HOS \$432, Storage \$576, Trash \$305.

We should have some savings as with one campus we will not have to be paying for duplicate utilities. Additionally, the new building will have modern systems in it that are also energy efficient.

Current Grant Request:	\$5,893,584.31	CDE Minimum Match %:	19
Current Applicant Match:	\$1,382,445.70	Actual Match % Provided:	19
Current Project Request:	\$7,276,030.01	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	SMCS will match funds using three main avenues which include financing, a capital campaign, and the use of our capital reserve fund if needed. SMCS has been successful in raising money for capital. We raised \$125,000 from donations to use as a down payment for the land we are purchasing. We have also raised another \$200,000 in capital reserve funds. Additionally, the school has been successful in raising funds for our programs including a Charter School Program startup grant of \$435,000 which was used to purchase FFE for the school. Most recently we raised \$6,200 for an innovative arts program and our school garden curriculum. Our current plan is to finance \$1,147,421 of our required match. The remaining \$235,000 will be raised through a capital campaign that we have launched. The Capital Campaign will seek to raise money from our parents and community, Private Foundations, Great Outdoors Colorado Grant, and potential sale (or reduction of demolition costs) of a metal barn and an old house that need to be removed from our build site. If we can not raise the full amount of our Capital Campaign goal, we can supplement with up to \$200,000 from our capital reserve fund.	
Total of All Phases:	\$7,276,030.01	Escalation %:	6
Affected Sq Ft:	16,026	Construction Contingency %:	10
Affected Pupils:	86	Owner Contingency %:	10
Cost Per Sq Ft:	\$454.01	Historical Register?	No
Soft Costs Per Sq Ft:	\$68.54	Adverse Historical Effect?	Yes

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Hard Costs Per Sq Ft:	\$385.47	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$84,605	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	186	Who owns the Facility?	OtherFacilities

If owned by a third party, explanation of ownership:

I-Street is leased from a private individual. E-Street is leased from the Episcopal Church of the Ascension. Both allow minor improvements at school expense.

If match is financed, explanation of financing terms:

We hope to keep the amount financed to a minimum by raising funds through a capital campaign and through the use of our capital reserve fund. We have been working with a local bank, High Country Bank (HCB), to provide financing for us. We attempted, with the help of Choice Advisors, to acquire financing from larger commercial banks, but our need is too small to generate interest in our project. We approached a number of smaller local banks to help us finance our property and HCB was provided the best terms for us. We used HCB to finance our purchase of the property we intend to build on. We have been working with HCB to finance our match for this project and they have agreed to finance up to \$1,300,000. The terms will not be finalized until the application is filed with them. However, we have shared our budget and our project budget with them. We are both confident that without the burdens of rent on our current properties the loan can be serviced.

Financial Data (Charter Applicants)

Authorizer Min Match %:	25	CEFA or financing attempts:	1
< 10% district bond capacity?	N/A	Enrollment as % of district:	N/A
Authorizer Bond Attempts:	N/A	Free Reduced Lunch %	31
Authorizer MLO Attempts:	N/A	% of PPR on Facilities:	10.3
Non-BEST Capital Grants:	1	Unreserved Gen Fund % Budget:	10
3yr Avg OMFAC/Pupil:	\$1,069.49	FY19-20 CSCC Allocation:	\$24,016.36

Who will facility revert to if school ceases to exist?

Our proposal is for a new build as both our current facilities are leased, and can't be purchased, or physically expanded. Both facilities would return to the current owners. The Episcopal Church of Ascension, the landlord of our E-Street campus has informed us they may need the space back in the near future for their programmatic needs. The I-Street campus has seen several different renters over the years and given the lack of rental space in Salida, will likely be rented out quickly.

● **Facilities Impacted by this Grant Application** ●

CROWLEY COUNTY RE-1-J - Crowley County School District Renovation - Crowley County Jr/Sr HS - 1919

District:	Auditor - Crowley County RE-1J
School Name:	Crowley County Jr./Sr. HS
Address:	602 Main Street
City:	Ordway
Gross Area (SF):	52,032
Number of Buildings:	2
Replacement Value:	\$12,222,858
Condition Budget:	\$6,163,128
Total FCI:	0.50
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,789,149	\$1,744,148	0.97
Equipment and Furnishings	\$491,212	\$506,436	1.03
Exterior Enclosure	\$1,197,037	\$133,796	0.11
Fire Protection	\$2,602	\$0	0.00
HVAC System	\$3,228,894	\$186,762	0.06
Interior Construction and Conveyance	\$2,241,714	\$1,803,699	0.80
Plumbing System	\$728,147	\$661,088	0.91
Site	\$1,060,125	\$1,049,490	0.99
Structure	\$1,483,976	\$77,712	0.05
Overall - Total	\$12,222,858	\$6,163,131	0.50

CROWLEY COUNTY RE-1-J - Crowley County School District Renovation - Crowley County Primary School - 1954

District:	Auditor - Crowley County RE-1J
School Name:	Crowley County Primary School
Address:	630 Main Street
City:	Ordway
Gross Area (SF):	40,698
Number of Buildings:	1
Replacement Value:	\$17,590,162
Condition Budget:	\$5,480,896
Total FCI:	0.31
Adequacy Index:	0.21



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,570,630	\$1,866,222	1.19
Equipment and Furnishings	\$224,931	\$177,054	0.79
Exterior Enclosure	\$2,394,176	\$787,267	0.33
Fire Protection	\$12,383	\$0	0.00
Furnishings	\$173,684	\$0	0.00
HVAC System	\$981,830	\$1,050,558	1.07
Interior Construction and Conveyance	\$1,696,097	\$600,446	0.35
Plumbing System	\$576,263	\$536,406	0.93
Site	\$718,134	\$462,939	0.64
Structure	\$9,242,032	\$0	0.00
Overall - Total	\$17,590,162	\$5,480,892	0.31

● **Facilities Impacted by this Grant Application** ●

CROWLEY COUNTY RE-1-J - Crowley County School District Renovation - Crowley County Ward Intermediate – 1997

District:	Auditor - Crowley County RE-1J
School Name:	Crowley County Ward Intermediate
Address:	1001 Main Street
City:	Ordway
Gross Area (SF):	32,692
Number of Buildings:	1
Replacement Value:	\$11,978,219
Condition Budget:	\$7,003,960
Total FCI:	0.58
Adequacy Index:	0.12



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,165,358	\$2,759,682	0.87
Equipment and Furnishings	\$139,801	\$141,290	1.01
Exterior Enclosure	\$2,482,887	\$13,210	0.01
Fire Protection	\$1,635	\$0	0.00
Furnishings	\$115,790	\$0	0.00
HVAC System	\$547,003	\$534,439	0.98
Interior Construction and Conveyance	\$884,828	\$700,127	0.79
Plumbing System	\$475,858	\$119,377	0.25
Site	\$3,424,924	\$2,735,835	0.80
Structure	\$740,137	\$0	0.00
Overall - Total	\$11,978,219	\$7,003,960	0.58

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: CROWLEY COUNTY RE-1-J

County: Crowley

Project Title: Crowley County School District Renovation

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why: It is my understanding that we were not awarded the Grant due to the High Cost and the inclusion of the All - Weather Track and Football Field along with the upgrades of the Maintenance Shop. I am also under the impression that we need to focus on the Hea

Project Type:

- | | | | |
|--|--|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |
| <input checked="" type="checkbox"/> CTE: Vocational Agriculture Building for FFA program | <input type="checkbox"/> Other: | | |

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

The School District has faced many financial obstacles for many years. The District has done a great job of protecting instruction and preparing students for a competitive global economy. The District has done its best with limited resources (personnel and money) in the maintenance department. The Community, Facilities Committee, Board, Staff and Students recognize that now is the time to get our facilities in shape to better prepare students and for staff not to worry about the headaches of an aging facility. In summary, we need help in renovating our existing buildings to create a better learning environment for our students.

* Address safety concerns due to Courthouse across the street from the Junior & Senior High School

* Renovate the High School

* Re-purpose the current Primary to better utilize the space. An example would be removing classes (Art and Band) from the upstairs of the Junior and Senior High School due to fire escape concerns and ADA access for our handicapped students.

* Renovate the Vocational Agriculture Building to enhance the FFA programs and to offer more Vocational Classes that the Community wishes for

* Add 8 classrooms to Ward Building so that one building house K-6 and the Principal and staff members would not have to split time and duties between the two buildings. This is crucial so that students would be in a safer environment and have their educational needs met and with an authority figure consistently present.

* Eliminate the current Boys Locker Room and Wrestling Room and erect a new building, to house the two.

* A solution to house Historical Records

While capturing all the bullet points, also use this opportunity to increase efficiency.

Deficiencies Associated with this Project:

The main focus of this grant is to renovate the 101 year old Junior & Senior High School along with the Vocational Agriculture Building that is tied with the old Wrestling room and Boys locker room. The community, Facilities Committee, staff and students informed the District to make an addition to the Ward Building for 8 classrooms to address student safety, health and wellness to have one roof over their head instead of two campuses. Because of excessive costs and difficult to install two

BEST FY2020-21 GRANT APPLICATION SUMMARIES

elevators to reach the second story for Band and Art, it was necessary to move the classes to the Primary as planned.

The Crowley County Jr. & Sr. High School is a partial 2-story building that was constructed in 1919. The building's FCI is at 39%. The High School shares it's site with the Vo-Ag building as well as the Crowley County Primary School. The Jr. and Sr. High School has not had any additions, but has had several renovations to update various systems within the building. However, many of these renovated systems are now at the end of its useful life or approaching. The building also has several security problems related to the age and location of the building. For example, there are several exterior entry points and these are difficult for the administration to monitor. The building is also located across the street for the county courthouse, which has seen an increased criminal presence due to many factors. These factors directly impact the safety and security of the school's students. But these can all be addressed through a renovation of this building. The building is an important landmark in the town of Ordway, and the District would like to see it renovated to meet 21st century education standards.

Deficiencies include; Code compliance - throughout the building, not ADA accessible - classrooms and all restrooms;

Safety issues - two staircases that provide access the partial second floor in the building;

HVAC system - the current HVAC system uses a two pipe changeover system to heat and cool the building. This is a problem because this type of system cant distribute hot and cold air simultaneously. This works well during seasons that are regularly cold or regularly hot, but does not work as well during season with significant temperature variation;

Solid brick interior walls - This system is 101 years old and has an expected useful life of 75 years. These walls require almost constant maintenance to keep them in working order.

Plaster walls - Again, past it's useful life and is in need of replacement. The plaster throughout the building has serious damage related to age and to water damage. There is also evidence of several locations being repaired with standard drywall compounds instead of plaster repair. Since drywall compounds do not adhere to plaster these repair sites are beginning to show signs of failure;

Mold - Several walls and sections of ceiling show heavy water damage and a mold test will need to be conducted . If mold is present, this would present a serious health risk to students, staff and community members;

Interior doors - all of the interior doors are original to the building, they are past their useful life;

Wood Flooring - original to the building, the system is currently functioning, but is way past its useful life and in need of replacement;

GWB ceiling - This system is present throughout the building's hallways and offices. In several areas the ceiling is splitting cracking with noticeable water damage. This system is approaching the end of its useful life and needs to be budgeted for replacement;

Domestic water distribution - This system includes a water heater and pressure booster pump. These are both approaching the end of their useful lives. I just now learned that there is no Hot water in the buildings, including Ward and Primary.

Sewer System - Functioning with help of replacing clay lines with plastic but the whole system needs to be examined to continue its purpose with efficiency.

Electrical System - The age of this system makes it challenging to find appropriate parts for maintenance and repair work. This system will likely need to be upgraded to use switches instead of circuit breakers to turn lights on and off in the building. Due to technology needs today and in future, the Electrical systems needs to be examined and resolved.

Intercom - The intercoms are very inconsistent and not all classroom on the building's campus is able to have intercom. This important safety item does not connect to the Gym or to the Vo-Ag buildings.

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Telephone System - The current system is not efficient nor reliable to make sure communication is reached to specific or all classrooms.

Fire Alarm System - BEST Grant helped pay for this system and very pleased. However, there is no sprinkler system.

CCTV Security System - Due to the age of the technology in place, it no longer functions because it will not communicate or work with the new computer system.

LAN System - Installed in 2008 and at end of its useful life.

Exit Signs - Does not have sufficient signs installed and needs to replace the old models with units that are brighter and uses LEDs.

Emergency Battery Pack lights - New batteries recently installed but needs to be changed to meet current codes and work with newer technology.

Exterior Code Compliance - The Exterior of the building suffers from similar ADA compliance issues. Most of the schools exterior doors and access pathways are non-compliant.

Concrete Footings - Past their useful life and needs to be repaired.

Structural slab on grade - Sections of the slab have settled, which has created noticeable differences in the structural slab elevation.

Grade Beams - wall footings it is well past its useful life and should be repaired.

Multi-Storied wood Superstructure - inconsistently insulated throughout the building and needs to be addressed.

Solid Brick Exterior Walls - Showing varying levels of mortar erosion, needs retucked and waterproofed to keep water from intruding into the building.

Main Electrical Service - Reset and inspected in 1995 and at the end of its useful life and needs replaced.

Water Drainage - Water drainage issues throughout the District. We have issues with water ponding and causing multiple issues, the worst area is near the Vo. Ag. Building which also houses the Boys' Locker Room and Wrestling Room. Water does intrude into this building and causes flooding.

Crowley County High School Vo-Ag Building

This building was built in 1963 and is located on the same site as the Jr. & Sr. High School Building. It houses a metal shop as well as a wrestling room and boys' locker room. The Vo-Ag building has an FCI of 31%. Deficiencies include;

Interior

Interior Doors - Doors were vandalized and were removed

Concrete floors - needs to be replaced due to cracks and obvious elevation differences.

Water Heater - at end of its useful life and needs replaced.

Potable Water System - throughout the District we have galvanized pipes eroding and getting clogged and therefore needs to

BEST FY2020-21 GRANT APPLICATION SUMMARIES

be replaced.

Sanitary Waste - Restroom produced an awful odor at times and not sure of the reason(s). Lines need to be replaced.

Air Quality - due to working with metal and wood, the quality of air is poor and needs to be addressed.

Exterior

Aluminum windows - multiple issues and needs to be replaced and if replaced needs to be

Electrical Distribution System - Upgraded in 1990 to accommodate welding equipment but needs to be replaced due to it going beyond its predicted useful life.

Branch Wiring - All conduits and wiring are surface mounted to the interior and exterior walls. These were replaced in 1990 and approaching its useful life and warrants replacing

Fire Alarm System - Connected to the Main Fire Monitoring Station in the Jr. & Sr. High Building. Inconsistent, during drills it may work or not. Also, the alarm will go off without any reason.

Proposed Solution to Address the Deficiencies Stated Above:

The Crowley County School District and community are committed to renovating these school buildings to meet the needs of 21st Century Education. This project of Renovating the Junior & Senior High School, Renovating and Replacing the Vo. Ag Building which houses the Wrestling Room and the Boy's Locker Room, adding classrooms to house one Elementary (K-6) under one roof and landscaping to better drain water is a simple summary.

Yes, there are tremendous safety issues with our outdoor athletic facilities and the solution (hopefully) is to apply for a GOCO grant to help us modernize the outdoor facility (Football Field) and to install an All Weather Track for our students that we never had in over 30 years. The county has agreed to partner with us on this idea.

The Vo. Ag. building will be renovated. The wrestling room will either be relocated to the Primary or build a new wrestling room along with Boys' Locker Room (this is dependent upon the BEST Board's decision and which is better deal for the monies). Ideally, it would be best to separate the Boys' Locker Room along with the Wrestling Room from the Vo. Ag. Building. Vo. Ag. Building will be renovated/built with many safety issues addressed along with improved Air Quality and no flooding.

We feel it is essential to address many concerns to house K-6 in one building instead of two buildings at two completely different locations. This renovation and additional classrooms will completely address all of the school's

aging systems. This Primary building will ultimately be re-purposed to house Music/Band and Art for Secondary students, the District's administrative offices and Board room (Not sure of wrestling room and weight room as of yet.)

The K-3 students at Primary would be moved to Ward which currently houses 4th through 6th grade. As planned by architects, the additional 8 classrooms and additional bathrooms would help address the District's aging issues and a SAFER environment for students and staff to have an administrator with them at all times. Approximately 9,500 square feet would be added to Ward.

The Junior and Senior High School Buildings need to be renovated, both exterior and interior. The renovation includes replacing or repairing the HVAC System, replacing the electrical, plumbing, sewer and water line systems and updating the building's fire detection systems to include sprinklers. This renovation will also address the problems with the buildings interior and exterior brickwork.

How Urgent is this Project?

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The District's needs are urgent! The District is falling further behind on its goal to be proactive and preventive on the Maintenance side of things due to breakdowns and emergencies that the maintenance staff must handle. The ongoing repairs that the District must do is a drain on its resources that could be better used especially being proactive and preventive. These issues negatively impact the educational opportunities available to Crowley County students.

The HVAC system in all buildings are either past their useful life cycle or they are inadequately suited for a school building. This results and other learning spaces that are uncomfortably warm or cold and makes it difficult for students to learn and for staff to deal with the effects of this issue.

Most if not all of the issues the District faces can be solved through an extensive renovation process and is the hope for all in Crowley County to do what is best for our students. Many of these problems affect the health and safety of all Crowley County students and needs to be addressed sooner than later.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District's plan for maintaining the capital construction upon the completion of the grant has been discussed and implemented the idea of using a large portion of the Mill Levy Override monies to focus on implementation of the maintenance plan. The Board, Staff and Facilities Committee are committed to implement the maintenance plan that will be included on the architect and engineers of the project. We are demanding a yearly checklist along with implementing "Must Do" on a monthly basis.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Each property of the Crowley County School District Re 1-J was built new.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The General History of Capital Improvements made on the facility happens whenever there are issues.

* At the Junior and Senior High School, there is water intrusion from the exterior walls and causes issues (plaster crumbling, walls cracking/crumbling, layers of paint peeling off, etc...)

* Sewer lines throughout the District were in disrepair and this when the Old Clay lines collapsed we addressed the issues throughout the District.

* Ongoing process changing ballasts and bulbs to LED lights.

* Multiple issues with Main Water line leaking especially in between the Primary and Junior & Senior High School.

* Each year we try to build into the Budget to replace two to three rooftop HVAC equipment to minimize breakdowns.

* Replaced oven in Main kitchen

* Installed coolers in the Main Server to protect the technology from frying itself

* Replaced exterior and parking lot lights with LEDs to enhance safety for students, parents, staff and community members

* Major fence renovations throughout the District.

* HVAC upgrade for the Combined District and Town/Community Library

BEST FY2020-21 GRANT APPLICATION SUMMARIES

* Brand new tile roof for Junior and Senior High School.

Crowley County School District would love to be in a proactive approach versus reactive. It is very difficult to be proactive when we have numerous breakdowns and issues due to age of facilities and equipment. Of course, with limited resources (time, money and limited personnel) we can only do so much to be proactive. Crowley County School District has willing personnel to be proactive and do more preventive maintenance (to get ahead) if we can overcome the current conditions. The Board and the Superintendent have implemented a budget to help with a more proactive position if we can make improvements throughout the District.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Colorado Historical Society

GOCO

Daniels

DOLA

The Superintendent is meeting with a person in hopes for find other funding options to help with this project.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

For the past several years, the Board has committed \$200,000 per year in the budget for capital outlay annually. The Board communicates regularly (4 times per year) to ensure that this money is being properly managed.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$41,085,841.00	CDE Minimum Match %:	44
Current Applicant Match:	\$4,500,000.00	Actual Match % Provided:	9.87148619
Current Project Request:	\$45,585,841.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	\$4,000,000 Nov.2020 Bond Election, \$500,000 General Fundb) \$500,000 Minimum from the District's General Fund
Future Grant Requests:	\$0.00		
Total of All Phases:	\$45,585,841.00	Escalation %:	6
Affected Sq Ft:	149,422	Construction Contingency %:	5
Affected Pupils:	425	Owner Contingency %:	5
Cost Per Sq Ft:	\$305.08	Historical Register?	Yes
Soft Costs Per Sq Ft:	\$35.22	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$269.86	Does this Qualify for HPCP?	Maybe
Cost Per Pupil:	\$107,261	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	295	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			

BEST FY2020-21 GRANT APPLICATION SUMMARIES

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	425	Bonded Debt Approved:	
Assessed Valuation:	\$49,102,114	Year(s) Bond Approved:	
PPAV:	\$115,534	Bonded Debt Failed:	\$5,700,000
Unreserved Gen Fund 18-19:	\$1,783,753	Year(s) Bond Failed:	16
Median Household Income:	\$37,138	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	60.6	Total Bond Capacity:	\$9,820,423
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$9,820,423
3yr Avg OMFAC/Pupil:	\$1,797.08		



BEST School District and BOCES Grant Waiver Application

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

The reason the district is asking for a waiver is due to multiple factors. 1) Tried unsuccessfully twice for Bonds in 2016 and 2017 for Three Million Dollars. One business by themselves provide over 54% of the County's and School District taxes and the Community and Board do not feel it is fair to have one business to pay over \$5 million dollars. The other issue that is hotly debated is the mill levy equity bill that is currently being discussed and how this will not fly based on the conversations with taxpayers here in Crowley County. The School Board is willing to contribute a minimum of \$500,000 from its General Fund to help put forth monies on the table.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Crowley County continues to be in the top 3-5 of the poorest counties in the state of Colorado. Our Free and Reduced lunch numbers always exceed 70%. Crowley County is a very conservative county in regard to taxes.

*The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.

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

Applicant's PPAV: \$115,534.39

Weighted Rank: 1.71% of 5% max

[Empty text box]

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

Applicant's Median Household Income: \$37,138.00

Weighted Rank: 1.35% of 15% max

[Empty text box]

C. 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.

Applicant's FRED Percent: 60.6%

Weighted Rank: 5.17% of 20% max

[Empty text box]

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

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

It should be noted that the District held Two Bond Elections and Two Mill Levy Override Elections within the last 5 years and we should receive credit for this.

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.
Applicant’s Bond Mill Levy: 0.00 Weighted Rank: 20% of 20% max

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.
Applicant’s Remaining Bond Capacity: \$9,820,423.00 Weighted Rank: 8.65% of 20% max

The Committee for the Facilities and the Board stated it is impossible for our community to pass a Bond that is over \$4,000,000.

G. The school district's unreserved fund balance as it relates to their overall budget.
District’s Unreserved General Fund: \$1,783,753.00 Weighted Rank: 7.64% of 20% max

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

For the third time, a committee to gather feedback and input from the citizens. Also, communicating with Colorado Historical Society, GOCO, DOLA, Private Philanthropists and other sources of revenue.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:

● **Facilities Impacted by this Grant Application** ●

DOLORES COUNTY RE NO.2 - New PK-12 School - Seventh Street ES - 1938

District:	Auditor - Dolores County RE-2J
School Name:	Seventh Street ES
Address:	713 North Main Street
City:	Dove Creek
Gross Area (SF):	21,000
Number of Buildings:	1
Replacement Value:	\$6,485,651
Condition Budget:	\$3,242,569
Total FCI:	0.50
Adequacy Index:	0.39



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$737,032	\$530,755	0.72
Equipment and Furnishings	\$322,325	\$284,078	0.88
Exterior Enclosure	\$1,161,800	\$76,626	0.07
Fire Protection	\$11,395	\$212,207	18.62
Furnishings	\$13,393	\$0	0.00
HVAC System	\$841,770	\$769,324	0.91
Interior Construction and Conveyance	\$1,286,929	\$667,536	0.52
Plumbing System	\$301,456	\$281,909	0.94
Site	\$1,088,414	\$600,881	0.55
Structure	\$721,136	\$18,525	0.03
Overall - Total	\$6,485,651	\$3,441,841	0.53

DOLORES COUNTY RE NO.2 - New PK-12 School - Dove Creek HS - 1952

District:	Auditor - Dolores County RE-2J
School Name:	Dove Creek HS
Address:	525 NORTH MAIN STREET
City:	DOVE CREEK
Gross Area (SF):	68,000
Number of Buildings:	5
Replacement Value:	\$18,800,398
Condition Budget:	\$8,005,224
Total FCI:	0.43
Adequacy Index:	0.20



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,361,484	\$1,770,618	0.75
Equipment and Furnishings	\$483,829	\$96,940	0.20
Exterior Enclosure	\$3,308,579	\$733,641	0.22
Fire Protection	\$3,391	\$683,200	201.49
Furnishings	\$988,147	\$38,283	0.04
HVAC System	\$1,594,541	\$1,437,133	0.90
Interior Construction and Conveyance	\$3,504,478	\$1,901,930	0.54
Plumbing System	\$1,102,344	\$452,247	0.41
Site	\$3,071,972	\$1,501,485	0.49
Structure	\$2,381,633	\$72,950	0.03
Overall - Total	\$18,800,398	\$8,688,427	0.46

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: DOLORES COUNTY RE NO.2

County: Dolores

Project Title: New PK-12 School

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

The Dolores County RE-2J School District is headquartered in the town of Dove Creek in Dolores County. This southwestern region of Colorado is referred to as the Four-Corners, as the next county to the south, Montezuma, is the only place in the US where four states—Arizona, New Mexico, Utah, and Colorado—come together at one contiguous point.

The geography of Dolores County includes the Great Sage Plain in the west and high mountains to the east. In the 1800's during frontier settlement from the east, mining was the primary industry and the county seat was located in Rico. As mining tapered off and new settlers began dryland farming in the western part of the county, Dove Creek was incorporated in 1939 and became the seat of Dolores County in 1944.

Dolores County remains a Frontier with a population density of 2 people per square mile. A Frontier is identified by the US Department of Health and Human Services (USDHHS) as any service area with a population density less than or equal to six persons per square mile. The US Department of Agriculture (USDA) designates the region as a "Frontier and Remote Area (FAR)," defined by population densities equal to or less than 11 persons per square mile. The USDA and USDHHS grant specific recognition to this most remote end of the population continuum because "these conditions cause significant problems in access to health services, create poor economic opportunities and other conditions, including lack of educational opportunity, which cause health and social disparities" (Wilger, 2016).

A new state-of-the-art educational facility for our county will remedy our current and historical lack of educational opportunity and will also go far to alleviate the historical social disparities which are typical of Frontier areas. What's more, some of our vacated buildings could be repurposed to house upgraded municipal offices and consolidate with the Public Library, which is presently located in the high school and the elementary school, and serves municipal patrons at both locations.

The first school in Dove Creek was located and operational in the Rock Building, built in 1938. The Dolores County RE-1J School District was first organized in 1959 by the consolidation of nine separate school districts. Most recently, District RE-2J was formed in 1986, with the final addition of the Egnar School District. The District has two schools, a PRE-K to 5th and a 7-12th grade facility located on one campus across a two-block area, situated between two town streets. The Administrative offices and an auxiliary gymnasium are located in Memorial Hall, and there is also a Vo/Ag Classroom and a Weight Room on the campus site. The District adheres to the State of Colorado Academic Standards for all subject areas in which the State of Colorado delineates academic standards.

There are 51 total faculty and staff members, with 23 certified employees, 25 classified employees and 3 administrators. The present class of 2019-2020 consists of 212 students, of whom 51.3% qualify for free and reduced lunch. The median income in town is \$40,352, which is 36% lower than the national median income of \$63,179.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The average age of school buildings in the District is 58 years. Over the last 60 years the District has done an excellent job of maintaining the buildings and providing students the best possible educational environment given the resources, but it is clear today that continuing to implement repairs and minor improvements while trying to respond to the urgent health, safety and security needs of students and faculty is not sustainable. We are thinking holistically about the future of the campus for the next 50 years. A new facility will provide the students of Dolores County the urgently needed health, safety, security and academic facilities necessary to prepare them to be successful in our rapidly changing society. Wilger, Susan (2016). National Rural Health Association Policy Brief.

Deficiencies Associated with this Project:

Overarching Deficiencies

The Dolores County RE-2J District has an urgent and comprehensive need for campus facility upgrades in order to ensure the Health, Safety and Security of our PRE-K-12 student and faculty population.

The average age of school buildings in the District is 58 years. Our first school, the K-12 Rock Building, was constructed during the depression in 1938 by community members who saw the need and were able to utilize left-over quarried stone that was used to build the Slick Rock Hwy by President Roosevelt's Work Progress Administration Program (WPA). The WPA employed many men from Dove Creek whose progeny still live in the area and are presently attending the District schools.

In the past 82 years the District has accomplished much—providing five generations of students the best possible educational environments available, and the continuity of rural-frontier farm, place-based and relevant teaching and learning.

The passing of close to a century of time, the Information Age upon us that has re-shaped national and global economies, the economic and social prospects for our children, the aged buildings and facilities, and our current available resources, and need to address contemporary safety concerns in schools, all together led the School Board and the District to conduct a lengthy and thorough study regarding the future of our School District and the future of the Facilities. In doing so we completed a BEST Master Plan with due diligence.

Given the results of our study, it is without a doubt clear to us in 2020 that continuing to implement repairs and minor improvements throughout our existing campus—which started in 1938—while trying to respond to the urgent health, safety and security needs of our student population, and fulfill the mandate to educate for the 21st Century, is not a sustainable endeavor.

We must build a new PRE-K to 12th grade facility to adequately serve our community, ensure the District's future success, and educate our children.

The overarching deficiency, beyond the antiquated structures, is that our campus has grown haphazardly over the years without proper consideration for today's standards for Health, Safety Security, and Technology, making it virtually impossible for us to accomplish our safety and security goals at our current site.

Our buildings have been piecemealed together over eight decades to create a fractured and porous campus with many unsecured points of entry.

We are unable to achieve the goals of BEST at our present location, regardless of continued repairs and upgrades and maintenance to our buildings for the following reasons:

- From a security standpoint, access to our main campus is a total three hundred and sixty (360) degrees, because of a public street running along the front (west side) of our schools, and another public street running along the back (east side) of our schools. Both public and residential streets come within 50 feet of our buildings on both sides, and for the entire length of the campus. There is a zero lot line between our campus and the public and there is no way to control comings and goings on either street.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- It is outside of the District's power and jurisdiction to secure these two public streets for the Health, Safety and Security of our students.
- There are clear lines of sight into classrooms along the east side of the Secondary and Elementary schools making our children and staff vulnerable throughout the school day. This threat is compounded by the fact that the grade of the street is 6-10' higher than the floor of the schools. Students are required to walk across the exposed edges of the campus daily to access classes in the VoAG and Rock Buildings, and to train in the Weight Room.
- The fractured campus is porous and has many unsecured points of entry. The separate buildings and un-centralized shared spaces across streets necessitate constant exterior student travel between buildings that are located in between two unsecured town streets—Main Street and College Street. There is a lack of adequate perimeter fencing for the outdoor play areas located between the streets, leaving the site further unsecured. One of our primary security concerns are the two public libraries located on campus – one connected to the south side of the Elementary School and the other adjacent to the main entrance to the Secondary School. The inclusion of these public facilities on the campus allows all types of patrons to be in school buildings any time of day with minimal secure checkpoints in place to ensure library users are not accessing educational space. Dedicated parking is also available on campus for the public libraries further compromising perimeter security.
- The Pre-K through 5th grade students all enter and leave the Elementary school on Main Street, where all the action takes place in the morning and in the afternoon. There are no bus drop-off lanes to serve the campus, which creates conflicts between buses and parents in their vehicles dropping off kids and requires the District to shut down Main Street to allow students to safely cross the street and access the school; there are multiple areas of pedestrian and vehicular conflict especially at the Elementary School where children as young as 3 1/2 years old are crossing the street against farm trucks with loaded gooseneck trailers backing around. The lack of site paving and proper grading on the street further exacerbates the problem causing unsafe vehicular circulation as parents are required to exit the campus up a steep slope on the East side of the Elementary School onto College Street. During snow events vehicles regularly get stuck on or slide down the exit ramp. The deteriorating paving and multiple gravel parking areas throughout the campus require seasonal grading and resurfacing to ensure these areas are safe for vehicles and pedestrians.

The campus facilities in most urgent need of upgrade are:

A 67-year-old (1953) antiquated Elementary School that is not suitable for 21st century education, and contains multiple ADA and building code violations. The main entrance contains no secondary secure checkpoint and the only sight lines from the Administration office to the entrance are through a small window in the Principal's Office;

Outdoor Elementary and ECE play areas are isolated on the far north edge of the campus and the perimeter fencing is broken or non-existent in multiple locations;

A single kitchen and cafeteria for the District located in the Elementary School that is plagued with health code violations, outdated equipment and unfit to serve the nutritional needs of the District;

An antiquated Auxiliary Gym located in a failing building (Memorial Hall) that is unsafe for athletes, and contains multiple ADA and building code violations, with unused locker rooms in the basement that have been condemned;

Two Integral high use buildings—the Weight Room and Vo/Ag facility—have been re-purposed from their original functions—Bus Barn and wrestling/weight room—out of necessity for additional educational space, and are no longer adequate to support the athletic or the Vo/Ag academic program—which is the most sought and attended program on the secondary campus. Both buildings experience flooding from site runoff and contain multiple ADA violations;

The Public Libraries located within the Secondary and Elementary Schools present a major security concern through the mixing of students and library patrons. Municipal service needs to be separated from access to classrooms.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Inadequate site drainage throughout that presents areas of ponding and unmitigated surface runoff during storm events, and impacts snow removal in the winter.

The historic Rock Building (1938), which is not suitable for educational purposes but has great sentimental value and could be re-purposed as community space.

Site Deficiencies

The most pressing need for the entire site is to physically unite the divided campus to create security and centralize resources. With its present location, and the narrow geometry of the site it is impossible to unite the campus and resolve the health, safety and security deficiencies and provide appropriately sized facilities, whether by renovation or rebuilding.

Even if rebuilding a new campus on our present site was possible, the location of the facility would remain hazardous, in that it is impossible to fully secure our campuses in our current location, and there is no ability to centrally located District Administration personnel to quickly respond to a threat at any of the facilities. Additionally, any rebuilding on the existing campus would eliminate the ability to meet campus parking needs and the opportunity for appropriately sized space for outdoor play.

Over decades, our buildings have been constructed one at a time with decades between construction, and we have located them where we could fit them, or utilized an existing building where it stood so that after 82 years our campus is comprised of unsecured and fragmented areas of open space. Dove Creek has always been a community built upon hard work developed around a culture of making good use of what we have. But with the current epidemic of school violence in our country our community believes it is no longer acceptable to continue to put patches on the myriad deficiencies throughout our District.

The haphazard campus layout creates multiple opportunities for potential harm, with hiding places throughout, and does not allow for clear egress routes from the buildings.

The track, baseball, and football fields are located four blocks to the west at the Ken Soper Athletic Complex. Children are walking across town in the dark to participate in our Sports Program. Ponding occurs on the football field during rain events due to lack subsurface drainage and improper grading, and irrigation to the fields is shut off in October creating unsafe conditions for athletes when the ground dries into hard clay. The track is surfaced with crusher fines and edged with a raised concrete curb and is in violation of CHSAA guidelines.

The drop-off strategy at the Elementary School is a safety risk to students arriving and departing from school. The District is required to shut down main street to avoid students and vehicles crossing paths. This forces parents to drop students off blocks away from school. Parent drop-off has parents exiting up a hill onto College Street which in winter is icy and some cannot make it up, at times requiring vehicle rescue.

Elementary play fields are fully exposed to both Main Street and College Street. The fence is failing, creating an unsecured perimeter and providing the opportunity for Elementary students to leave campus if unsupervised.

Site runoff and drainage from the Rock Building roof regularly infiltrate the Weight Room.

The east side of the Vo/Ag building is regularly flooded during rain events due to improper site grading. There is a small gap between the Rock Building and the Weight room that holds water and ices over during the winter. Facilities staff have to pump the water out of this gap regularly after rain events. This condition will continue to deteriorate the poorly insulated envelope of the Weight Room.

The Elementary School and secondary school are located below the level of College Street to the east, allowing passers-by to easily peer into classrooms from the street.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

District Facility Deficiencies

Elementary School

The 22,587 square-foot 7th Street Elementary school was constructed in three distinct eras: the original construction in 1952, followed by additions built in 1957 and 2002.

The 7th Street Elementary School has clearly surpassed its useful life expectancy. It is no longer suitable to meet the academic and safety needs of the staff and students. It is recommended that this building be vacated and a new Elementary School be built.

There is a Public Library connected to the south end of the school. The connection to the Elementary School represents a significant safety concern for the students as there is only one security checkpoint between the library and the school and monitoring of the Library entrance is only available through a security camera. Additionally, the presence of the Library invites any patron onto the campus during school hours.

The primary deficiencies include classrooms that need to be appropriately sized and equipped technologically for 21st Century learning, and an antiquated and undersized cafeteria, which also feeds the Secondary School students and serves as a multipurpose space and a Gym.

The exterior walls are brick veneer and block masonry and are built on concrete spread footings with a concrete slab floor and a basement. The windows are mostly single glazed with steel frames and exterior doors are wood with single pane glazing both from the original 1952 construction. The roof was replaced in 2002 with a 60 mil EPDM membrane during the construction of the Library addition. The membrane has required some patching in various locations. In 1956 the classrooms at the north were added with the same construction type as the original 1952 building.

The cooling in the Elementary School is provided by window units in each classroom. Concrete tunnels run below the main hallway of the original building to supply plumbing and electrical to the building from the boiler room. Surface mounted electrical boxes have been added to the classrooms in attempt to keep up with technology needs, but the classrooms are still short on outlets. The plumbing is all original and does not include any clean-out access points. The Sewer piping is all original cast iron.

Most of the plumbing fixtures are also original. The restroom doors and water closet stalls are mostly non-accessible based on clearance widths; the doors are less than 36" entering into the restrooms. The only handicap accessible restroom is located in the public library.

The surrounding sidewalks are concrete. The parking lot is gravel and requires constant maintenance. The Library entrance is intended to be ADA accessible, but the accessible path to the door is not ADA compliant based on grade changes and ramp slopes. Since this entry is not adjacent to the main office, it is monitored through a security camera by the administration located in a different section of the building, 150 feet away.

The finishes have had minimal updates since the 1952 construction. The vinyl tile flooring in the gym is original along with the wood flooring and acoustic ceiling system. The gym vinyl flooring was found to have asbestos and was encased in an epoxy coating in 2018. The interior wood doors are mostly original and do not have any side lites or any glazing. Interior door hardware does not allow locking from the inside or the capability to be secured remotely in a lockdown scenario.

Elementary School Architectural Deficiencies

In addition to the already mentioned classrooms that need to be appropriately sized and technologically equipped for 21st learning, the main entry on the west side of the building contains no waiting area or secondary security check-point. There is only a small window in the Principal's Office to observe people entering the building.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

There is exposed data cabling, conduit, and plumbing throughout the entire building.

Control of access to the building is challenging due to the length of the hallways, long travel distance between entry points, and the separation between the main entrance and the Public Library on the south end.

The Cafeteria is outdated and is not only designated for eating. It serves as a multipurpose room and as the gym for the elementary students, and there are other activities held regularly: drama practices; elementary PE; and, after school activities. Our Kitchen Director is constantly concerned with contamination from non-eating area uses in the eating area.

The kitchen is too small to adequately serve the needs of the District, feeding all PRE-K to 12 students. It is crowded, old, outdated and cannot accommodate new equipment either in space or infrastructure. The newest appliance in the kitchen is over 15 years old. The old wood framed freezers constantly leak which creates ice build-up on the walls, floors and openings. The reach-in refrigerator is on the stage of the multipurpose area because there is nowhere else to put it.

The path to the only handicap accessible door at the Library is not wheelchair accessible. The entry at the Public Library is always locked and a camera is used to let people in, however once library users are given access at this point, they can easily enter into the entire school.

Elementary School Structural Deficiencies

Our primary concern for the building is the site grading and drainage, especially at the north-east portion of the building. At this time, the site grading is sloping and directing site runoff towards a building entrance and the building foundations.

Along the east and north sides of the existing cafeteria/kitchen the site grading is above the finish floor, with an exterior stair well and elevated loading dock structure. In addition, the north-east classroom finish floor is below the site grades. Site runoff penetrates the exterior walls at these locations.

Elementary School Building Envelope Deficiencies

The membrane roof on the original school building was replaced in 2002 and has expired its warranty. There are some leaks at the expansion joint between the original school building and the Library Addition.

The building contains asbestos in multiple locations such as the exterior soffits, pipe insulation, ceilings, and floor tiles. A full campus asbestos report was provided to the District in 2015.

One window on the east side is cracked from a BB Gun that was shot from College Street.

The original windows have been replaced with vinyl, thermally broken double pane units.

Mechanical/ Electrical/ Plumbing Deficiencies

O&M Deficiencies are described within the concomitant mechanical, electrical, and plumbing deficiencies.

Cooling in the elementary school is provided through window units that were installed at some point prior to 2010. Generally, these units are undersized for the spaces served.

The heating pipes from the boiler are suspended in classrooms.

The circulation pumps are consistently failing. The air balance is off in the building, i.e. the library stays cool (where the Thermostat is located) and the two administrative offices are hot.

The plumbing pipes are all original clay and represent a constant maintenance battle. Plumbing is inaccessible without any

BEST FY2020-21 GRANT APPLICATION SUMMARIES

access doors or strategical cleanouts, making it very difficult to maintain. Some cleanouts have been installed, but placement was about removal of roots in the pipes. The piping has a buildup of scale and mineral deposits and are corroded throughout. Pressure in the system is inadequate to meet peak usage when students return from recess and fixtures at the end of the line regularly back up.

The light fixtures are mainly T-8 fluorescents but are retrofitted with LEDs as ballasts go out.

A new service was provided in 2002 when the High School was built and the existing wiring was utilized. Surface mounted conduit and receptacles have been added throughout the years in attempt to keep up with the increased educational technologies, but there are still not enough receptacles in the classrooms. Our students utilize personal tablets to support curriculum and the lack of power and technology in the Elementary School classrooms prevents teachers from fully taking advantage of this technology.

Domestic water is heated through a 40-gallon tank that is 15 years old, and through a 120-gallon tank in the kitchen that is roughly 30 years old.

Mechanical Deficiencies

The original building uses baseboard radiant heaters throughout the classroom wing, with unit heaters installed in the cafeteria/gymnasium. The piping system feeding this equipment is all uninsulated threaded steel and is routed through pipe tunnels along the perimeter of the classroom wing and overhead in the cafeteria/gymnasium. The 1957 addition extended the baseboard system. The boiler plant serving the baseboards and unit heaters was upgraded in the 2002 addition with two non-condensing, copper tube boilers, which have an efficiency in the mid-80s when new (today's boilers are % more efficient).

Cooling was added to the classrooms at some point prior to 2010 using wall mounted air-conditioning units at a capacity (8,000btuh) of less than half of what one would expect to see in a 600 square-foot classroom that has wall-to-wall glazing and east and west exposure.

Ventilation exists only through operable windows. The window openable area is not equal to or greater than 4% of the floor area, and thus does not meet code. The restrooms and janitor's closet are without exhaust, which does not meet code.

The building heating controls appear to have been pneumatic at one point. This system is now disconnected and abandoned in the boiler room. At some point this system was replaced with what appears to be wax valves and thermostats mounted on the exterior wall. It is not apparent if this system is still functional, as the boilers were not fired at the time of the survey.

At 67 and 62 years of age, respectively, the heating system's piping and terminal units are well past their life expectancy and should be replaced.

The kitchen hood exhaust system is the only salvageable HVAC item in the original 1950s portion of the building.

HVAC needs of the 2002 addition are served by packaged rooftop units. These units use R22 refrigerant and are approaching the end of their useful life.

Plumbing Deficiencies

The domestic cold-water main is routed through the tunnel to a Flotec pressure booster tank and associated pressure-switched pump located in the boiler room. The piping is 1950s era threaded steel.

Domestic hot water is created by two water heaters in the school. The newest is a 30-gallon tank manufactured in 2001 which serves the restroom fixtures and resides in the boiler room. The second is a 75-gallon tank manufactured in 1994. Both have exceeded their anticipated life span.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The sewer system is assumed to be original construction. There is no indication that it has been modified, it has lasted beyond its useful life and is kept maintained through continual mitigation.

Gas piping is black steel of varying age, but all older than 12 years, which exceeds the American Society of Heating, Refrigeration, and Air Conditioning Engineer's (ASHRAE) published life expectancy.

Fixtures, faucets, and flush valves do not meet current plumbing flow requirements and ADA standards. They have exceeded their useful life.

Fire Protection: The system does not exist. An "E" occupancy of this size would require a sprinkler system in today's code.

Electrical Deficiencies

Additional electrical distribution equipment was installed during the last addition in 2002, including a new main distribution panel (MDP), a mechanical (M) panel, and sub-distribution panel in the boiler room, and a new 2-section panel in the 2002 addition. These elements are still within their useful lifespan. The M panel is used to re-feed four original 1950's era panels at various locations in the two older parts of the building. These panels and their associated branch circuits are all well past useful lifespan and should be replaced. Several branch circuits that we inspected lack a dedicated ground, and we assume that is the case throughout the 1952 and 1957 sections. Much of the interior electrical system is surface mounted on brick or gyp ceilings. We saw multiple extender plugs, extension cords, and missing GFCI protection in use in the older buildings and noticed that some circuits are protected by older plug-style fuses, indicating aging equipment.

Lighting is a mixture of T12 and T8 fluorescent lamps, with a few LED tube replacements. Lighting is inadequate and non-uniform in several areas. Emergency egress lighting does not exist, except some exit signs and some battery powered exterior wall-pack fixtures. This lack of comprehensive emergency egress lighting combined with older architectural features and lack of fire protection does not meet current safety codes.

As noted in previous sections of the report, all sections of the Elementary School do not have adequate data ports, as they were built before this became an integral part of educational programs.

Fire alarm system consists of corridor detection, horn/strobes in classrooms and pull stations at the exits.

Secondary School

The overarching deficiency of the Secondary School is that the existing building location within our campus footprint makes it virtually impossible for us to accomplish our goal of securing our campuses according to today's standards for Health, Safety and Security. Our facilities have been built piecemeal over eight decades to create a fractured and porous campus with many unsecured points of entry, and the Secondary School was the last building to be constructed in 2002 within this inadequate footprint. Therefore, We are unable to achieve the goals of BEST with the present location of the high school, regardless of continued repairs, upgrades and maintenance to our buildings for the same security reasons as the elementary school, which have been fully elucidated in that deficiency section.

Secondary School Building Deficiencies

- The main entrance was built to accommodate both the secondary school and the public/school library. Patrons can enter the library then there are four doors that lead into the academic area of the building. Due to fire codes none of the doors can be locked so access to the academic area is secured. Being a public library, there are travelers coming through Dove Creek that use the public library to check their email, hangout, or get warm. Highway 491 is a major route between Albuquerque and Salt Lake City with many transient people traveling the route. Building administration has to monitor all these public patrons when they are using the library and we have used the local law enforcement regularly to make contact with these unknown patrons. A second issue with public access is the ability of local community members who use the public library as an excuse to make contact with our students during the day. In some cases, there have been concerns that illegal activities were being discussed

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or items were being passed. With a librarian and office assistant placed to monitor the main exit into the academic area, we have had patrons leave the library and proceed down the academic hall without anyone noticing. If there had been someone who wanted to harm students they would have found a way. Parking for the Public Library is provided in front of the main school entrance, which also poses a safety threat throughout the school day to our students and staff who have to exit the main entrance to get to classes in other facilities on campus.

- East facing windows are approximately ten feet below the grade of College Avenue. Anyone driving on College Avenue can easily see into every classroom on the east side of the academic hall. In 2016, the school had to be put on lockdown due to an angry resident reportedly waving a gun outside of his house less than 100 yards from the east side of the school. These windows make our safety plans extremely difficult, as there is very limited space to get out of the line of sight for people wanting to hurt students.
- The line of sight in the secondary building allows for the ability to see 100% of the academic hall from the outside entrance to the academic hall as well as direct sight to the main commons area and into the main office. Evacuation or sheltering in place is very difficult in the secondary school due to the tight evacuation routes and outside vantage points.
- Leaky roof: The roof has been leaking more every year. Leaks have caused tiles to fall out on to teacher's desks, drip on to the gymnasium floor, and steady streams of water—not drips—in the computer lab. The roof liner will need to be replaced in the future.
- Due to the movement in the foundation of the secondary building, there are a number of areas in the building that are heaving causing tripping hazards and issues with flooring. Doors have been cut off at the bottom so they could shut freely to meet fire code, and carpet seams are splitting. The foundation in middle school math room has heave to the point that a ridge runs the width of the classroom and at the entrance of the main office the foundation has raised to the point of becoming a tripping hazard. These issues will need to be addressed in the future if the heaving persists.
- The awnings on the east side of the building at the bus lane will not last through another winter. They are very brittle and will break with the next snowfall. Light can be seen shining through the canopy at multiple locations. Our student's use the stairs to access the schools from the bus drop off daily and the canopy is critical to prevent ice build-up on the concrete steps.
- All HVAC systems have been requiring yearly work by specialists for the past five years.
- The Secondary School is undersized to accommodate all academic programs requiring our students to walk along Main Street or College Ave to get to the Weight Room, Memorial Hall, Music/Art, the Rock Building for classes and across town to the fields for PE. Students lose a significant amount of learning time having to transition between buildings.
- In front of the AG shop the parking lot is mainly mud during the winter and rainstorms. Students must travel across the muddy parking lot to access the weight room and Memorial Hall for PE and other activities. The lack of parking at the current location causes traffic issues at the end of the day when there are home activities as people are forced to park on both sides of Main Street from the elementary school to Memorial Hall which requires students of all ages to navigate through the parked cars when released from school at the end of the day.
- The current second gym/all purpose room for the secondary, Memorial Hall, was built in 1947. We try to do as little as possible in this space due to the dangers due to the original construct, but to keep middle school students and high school students separate we still have to use the space throughout the day. The walls around the gym are two feet from the sideline of the court making every way a huge safety concern. The stage attached to the gym is along one sideline of the court with no padding to absorb some of the impact when students run into the stage. The final years of using this facility for competitive events, there was a compound fracture to one player's arm and a second injury resulting in a dislocated elbow due to running into the wall.
- The weight room on campus for our strength and conditioning class, and lifetime sports class is currently a metal building. The community members who were around when the building was put up in 1987 said it was a temporary storage shed that

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started being used for school activities with the intent that it was only temporary. Over the past 33 years the building has been used for storage, a weight room/wrestling room, and is currently our weight room. The bathrooms must use water storage tanks sitting on top of a makeshift bathroom to have enough water volume to flush the toilet with only cold water available. This space has no cooling for the warm months from May to October making it nearly unbearable to use as during the day for classes and workouts.

- The gymnasium needs the floor refinished, new scoreboards, and the bleachers need replaced. The bleachers have to be moved in by hand and it takes a lengthy time to complete so when maintenance is not available PE classes have a reduced area for their activities. The bleachers have large gaps in between the sections creating a fall hazard, and three fans have become trapped in the past three years causing bruising and injury. When there are home wrestling events, the old wrestling mats must be moved by hand using students in the middle school and high school PE classes. It is very fortunate that a serious injury has not occurred.
- The gym space is insufficient for the needs of the District. Students must contend with overcrowded practice spaces and scheduling limitations. Students end up practicing at 8pm because of the lack of facility space for all after-school athletic programs. Late practice time makes it difficult for students to engage in family time. The scheduling challenges are compounded by the

Proposed Solution to Address the Deficiencies Stated Above:

The District Design Advisory Group (DAG) and Board of Directors have chosen OPTION B-3, to Build a New Facility at the Athletic Fields, as the solution for the described deficiencies.

The most urgent need for the Health, Safety and Security of our students is to provide a physically united campus with centralized resources and minimal public access. In our present location it is not possible to unite the campus and limit the 360-degree public access, which is a result of our campus being built between two residential streets, which come within 50 feet of our buildings on both sides of the campus—we have a zero lot line between our entire campus and the public. And, given the District lack of real estate for expansion at the site, even if we could privatize the town streets to limit access, we would not be able to construct appropriately sized facilities, whether by renovation or rebuilding at our present location.

The only solution which can achieve the goals of the Colorado Department of Education BEST Program is to build a new PRE-K-12 facility on District owned property located adjacent to the Ken Soper Athletic Field, half a mile from our present location.

Build New Facility at Athletic Fields

The primary goal of the District Design Advisory Group (DAG)—to enhance student health, safety and security by centralizing resources—is achieved with a new PRE-K-12 facility located at the District athletic fields on the northwest side of Dove Creek. The plan and design was the preference of the DAG after much process and deliberation, and is approved by the School Board.

The design of this option creates three "spokes" radiating from a central communal space that features the main entrance to the school. The east spoke houses the Secondary School. The west spoke houses the Elementary School, and separation between the two schools is achieved by locating an Athletics spoke in between the two. The physical arrangement of space allows for unique cross grade level learning and teaching opportunities provided by a contiguous campus and the school community of children, youth and young adults together.

Site design includes a layout that allows for lockdown of the entire facility or individual schools by creating secure checkpoints at each spoke. The layout also provides separation of Secondary and Elementary outdoor spaces—which was requested by the Design Advisory Group, and new turf football, baseball, and practice fields. The main parking lot is located in the center of the site separated from the bus and parent drop off lanes.

The main entrance to the school faces the community on the SE corner of the site. District Administration offices are centrally located adjacent to the entrance to achieve the goal of consolidating and centralizing District personnel.

SITE Features

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- A new consolidated PRE-K-12 building anchors the SE corner of Ken Soper Athletic Complex and creates a secure "front door" to the new campus with efficient vehicular access of W. 7th St. Featuring separation between buses, parents, student drivers, and pedestrians.
- CHSAA compliant: artificial turf baseball, 11-man football, and practice fields with an 8 lane synthetic surface running track. Athletic fields are arranged on the site to take advantage of the main parking lot and a central concessions building located on the east side of the football field.
- Multiple layers of security are embedded into the design along the public face of the campus to impede and discourage external threats from W. 7th Street.
- Sightlines to the primary campus entry points from the District Administration offices located on the second floor.
- Site parking includes 20 spots on the west end of Elementary, 10 visitor spots at the main entry, 35 spots on the east side of the Secondary School, 8 spots at the Vo/Ag yard, 120 spots at the main lot, and room for overflow parking on the south side of the baseball field.

BUILDING Features

- This design meets the goal of consolidating District resources by locating all academic facilities under one roof. The final design is an evolution of the DAG's preferred concept of a 3-wing building in which the Secondary School is separated from the Elementary School by a wing that contains all the District gathering spaces.
- Separate Administration Suites for the Elementary and Secondary Schools are located on the east and west side of the front door, and a central receptionist is located within the entry vestibule.
- There is a security checkpoint at the main entrance of each wing of the building, which features a secondary secure threshold that can be remotely locked down as necessary. The educational wings are designed to bring learning out of the classroom and provide opportunities for informal gathering, group teaching, and shared resources. All classrooms are designed to meet CDE space requirements.
- The Elementary School has direct classroom access to outdoor play on the north side of the wing.
- A dedicated entrance on the north side of the gathering wing with direct access to the parking lot allows the use of the space for athletic events and performances while the rest of the building is closed.
- A second floor is located above the gathering wing that houses a weight room and the District Administration offices. This allows District Administrative staff to monitor all entrances to the campus while having separation from the daily operations of the schools.

SUSTAINABILITY Features

- The new facility is intended to incorporate contemporary sustainable design strategies and high efficiency building systems that will drastically reduce the District's energy consumption.
- All primary learning environments have direct access to natural daylight.
- The building is laid out with primary elevations in an east/west orientation to take advantage of passive solar design.
- Site design is intended to retain and utilize storm water and the number of plantings in the landscape reflect the density of the high-desert ecosystem. Plant species should be regionally appropriate to minimize irrigation.

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- Care will be taken to minimize impervious surfaces, and the artificial turf athletic fields will greatly reduce the District's water footprint.

HIGH PERFORMANCE OBJECTIVES

Sustainability Program Certification:

Projects funding through the State of Colorado BEST grant are required to adhere to LEED for Schools, or the Collaborative for High Performing Schools certification, based on Senate Bill 07-051.

The total size of the new construction will be over 5,000 square feet in area, and state funds will account for more than 25% of the project's budget.

Sustainable Features:

An ultimate goal for the project is to achieve an energy-efficient facility that minimizes maintenance costs and maximizes the performance of the students. The following goals are addressed in our high performing facilities:

- Maximize energy and water conservation
- Energy efficient building envelopes
- Appropriate day lighting in all learning environments
- High level acoustic performance in learning environments
- Improved indoor air quality through selection of building systems and interior finishes
- Use regional and lowest "embodied energy" building materials
- Eliminate toxic and hazardous substances
- Use materials and products with recycled content
- Provide recycling and composting programs for the school

Daylight:

Of all the elements that make up a high performance school, none has greater impact on quality of learning than daylight. Daylight will be introduced into school buildings in many ways — including windows, skylights and light shelves.

Durability:

The new educational facility will be constructed with longevity in mind. That means not only using durable materials but also designing the facility with as much built-in flexibility as possible. When considering the materials to be used, the most durable, such as masonry, also become the most sustainable. The issues of resource control - what to build, where to build, and budget, are basic to sustainability in design. The use of materials that are timeless in nature as well as durable will lead to a structure that retains its usefulness for an extended period of time.

PRIORITIZED LONG TERM (5-10 YEAR) PROJECT IMPLEMENTATION LIST WITH COST ESTIMATES:

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By building a new facility, we solve our highest priority goal to replace the 67-year-old Elementary School. Improving this facility is the genesis of our Master Plan, and will provide the largest impact to the health, safety, security, educational and technological experience of our students. Additional District needs, which the new Elementary School will address include:

- A new safe and code compliant multi-purpose Gym and new District offices allowing the District to vacate Memorial Hall
- Secure classrooms that eliminate the current safety issues regarding sightlines from College Street into learning spaces.
- A safe site - properly paved and graded that separates vehicles, buses, and pedestrians.
- Contemporary classrooms that incorporate modern technology.
- Specification of proper interior finishes to support indoor air quality.
- Thermal Comfort
- Mold Prevention
- Highly efficient HVAC systems

By building a new secondary facility, we solve our other highest priority which is to consolidate a fractured campus and provide for the health, safety, and security, of our secondary students and also provide a state-of-the-art learning environment with current technology. Items a new Secondary School will address include:

- Efficient, correctly sized classrooms that meet the spatial standards of the Department of Education.
- Bringing the schools under one roof creates the necessary centralization of staff resources and eliminates the unsafe cross campus student circulation.
- School Administration suites located at the main entrance and a District Administration suite on the second floor above the main entrance ensure key staff have sight lines to the most vulnerable points of the new campus.
- On-site paved parking lot dedicated to the Secondary School separates vehicles from bus circulation.
- Safe, CHSAA compliant athletic facilities.
- Centrally located gathering and athletic spaces that meet security goals of BEST by allowing the educational spaces of the school to be closed during events.
- Opportunities for informal group learning and outdoor learning spaces.
- Incorporation of all Secondary School educational programs within one building eliminating the unsafe requirement of students walking across the campus to get to classes in different buildings.
- The Vo/Ag program will be moved from a converted bus maintenance facility that floods and contains several ADA violations into a facility that is specifically designed for the needs of the curriculum.
- The Vo/Ag facility will have separate vehicular access with direct access to the shop for material delivery.
- Code-compliant ventilation systems for welding.
- The weight room will be moved from the existing isolated prefabricated metal building into a new code-compliant dedicated

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space centrally located allowing equal shared use for the entire District.

- Athletes will be able to move from the locker rooms to the weight room without having to exit the building. Currently, athletes have to walk across 2/3 of the campus to get from the weight room to the locker rooms located in the Secondary School.

IMPACT ON EDUCATIONAL DELIVERY

Impact on educational programming will be minimal during construction considering the existing campus will not be within the construction scope. Some impact on football, baseball, and track and field can be expected as the existing facilities will be demolished to allow construction of the new building. The district will work with the contractor to develop a phasing plan that will allow for the minimum amount of disturbance during athletic seasons.

IMPACT ON OPERATING COSTS

There will be a reduction in operating costs through the replacement of antiquated poorly performing buildings with a single new facility featuring high efficiency building systems and design strategies that reduce energy consumption. Facilities staff will be responsible for maintaining a single facility and two small athletics buildings opposed to five primary existing facilities spread across campus.

Snow removal and site maintenance will become more efficient with a site and landscape design that eliminates narrow, unpaved vehicle routes, and includes landscape plantings that are regionally appropriate and low maintenance.

How Urgent is this Project?

Our need for a new PRE-K-12 facility is urgent. The Defining and Fundamental Deficiency of our campus is that in our present location it is not possible for us to achieve our goals and the goals of the BEST Program to adequately provide for the health, safety and security of our students and faculty, by uniting the campus and limiting the existing 360-degree public access—we have a zero lot line between our entire campus and the public. The timeframe for when the overall deficiency must be resolved is as soon as possible, and immediately.

If this project is not awarded we will have to take care of the following most pressing maintenance issues in the order in which we can afford them:

- Security - Securing entrances at all buildings to better monitor entrance in and out of each door. The campus will need the entire lock and key system replaced as locks are failing, and keys have been lost or misplaced over the years. With the multiple entries to each building, we need to invest in a card system to be able to track entry more efficiently. All buildings except the Secondary building do not have panic button locking doors or emergency door releases for emergency drills. All doors on the campus will need to be updated with emergency releases. Additional security updates will be appropriate fencing around elementary play areas so entrance to the play areas is not unlimited.

- The heating and cooling systems in the Elementary School, Ag shop, Rock Building, and

Weight Room will be addressed as the current conditions do not allow for the best learning

environments. The heating system in the Elementary building requires numerous repairs every

year, and the small window cooling units are not adequate for the spaces.

- ADA access into the Elementary will have to be fixed as elderly and handicap visitors do not have easy access into the building. The ADA violation inside the Elementary School will not be able to be fixed due to the lack of available funds as they are too extensive.

- Repairs to the roofs of the Secondary building, Elementary building, main gymnasium, and kitchen must be done as

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additional leaks show up with every snow storm. Ceiling tiles are falling at the Secondary building, and water leaks are becoming a major issue. The AG shop, gymnasium, and kitchen has water flowing into the building during heavy rain storms and snow melting. These water concerns must be taken care of if possible.

- Roads and parking lots will be improved and repaired as funds are available. The parent drop-off road has deteriorated and is now muddy with some asphalt and loose gravel with potholes. The slope and location of the parent drop off cannot be changed as there is not an alternative in our current location. The parking lot for the Secondary School needs resurfacing before it deteriorates any further, and the AG shop parking lot needs to be redone and chip-sealed as soon as funds are available.
- The track cannot be used for competition or practice at this point due to the safety issues and lack of drainage. In the spring, the snow melts and spring storms don't allow the track to dry out enough for use until late into the season. Students are practicing on the roads in town and running on county roads for their training. For our field activities new fencing and concrete will be added for safety from discus and shot puts. The baseball outfield will be reconditioned and resurfaced to fill holes and injury hazards as the water supply allows.
- The district kitchen/all purpose room must be replaced as soon as possible, but without the grant our district will have to go to the community for a bond to pay for this project. Fixing the leaks into the kitchen are not possible as the water is flowing in from below ground somewhere. The size and location of the kitchen does not allow for a remodel of the current space.

The urgency for the project also pertains to the following, beyond the issue of total public access to our campus:

1. Safety of Elementary School students moving to and from school with poor traffic circulation due to the location of the Elementary School between Main Street and College Avenue.

The addition of our parent drop off has improved some aspects, but has increased traffic and students at the intersections. Having to shut main street has caused issues with parents and additional ADA access, issues that don't have a good solution in our current situation.

The Elementary School bus drop also possesses dangers and conflicts with students walking to school or being dropped off on the north end of the building.

School busses parked across main street to 8th street conflict with parents/visitors attempting to turn west on 8th street.

When there are high school or middle school activities or fall practices this only exemplifies the danger for the elementary students leaving the Elementary School as visitors to the activities must park along Main Street and College Avenue from one end of the campus to the other, and high school athletes must drive past the Elementary School to get to the sports complex for practice.

With only one administrator in each building and the district administration completely separate from the schools, there is a further lack of supervision when building leaders need to be away from the district.

2. The ADA access to most buildings is not sufficient. With parents who are disabled and the elderly grandparents that drop their children or grandchildren off at school we have to make special arrangements for entry at special entrances that are not monitored all the time.

To access the Elementary School, AG Shop, Rock Building, lunchroom, or Memorial there is not an ADA approved entrance.

3. The fragmented campus causes numerous issues. Students are traveling a distance between the buildings for lunch, PE, and different classes. Students walking to classes are exposed to Main Street and College Avenue as they move between class periods or to the lunchroom or the auxiliary gym during the day.

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There are regular law enforcement contacts on unfamiliar vehicles on or near campus with a major State Highway less than a half mile from the school campus.

The fragmentation of the campus lends to poor use of Time resources as teachers are moving good distances between buildings, to and from the office, and around to other classes for different reasons. Class instruction time is lost due to the fragmented campus and the travel time.

During winter and severe storms students run between the buildings and the lunchroom causing issues such as injuries to students, muddy clothes from slips and falls, and additional distractions in class. Not to mention the additional messes created in all the buildings. In times of lockouts or lockdowns there are classes separated from the main building on their own with one adult supervisor and phone communication.

4. Using one lunchroom for the entire district causes scheduling conflicts and lunchroom time issues. From 11:30 to 12:30 we push three different groups of students through the lunchroom. Each group is rushed through their meal and outside to recess or into the academic hall for recess if the weather is not appropriate. Middle school and high school students have 10-15 minutes to eat depending on how fast they get organized and walked from the Secondary building to the lunchroom on the north end of the Elementary building. Middle School must be out of the lunchroom so the space can be cleaned up for afternoon elementary PE. The scheduling conflicts happen throughout the day with breakfast, lunch, recess, and PE needing to use the space. Special schedules in the elementary have been looked at from all angles without a positive solution, and some classes only get PE on certain days of the week.

5. The improvements needed in the current situation are too numerous and expensive to complete. The Elementary School and lunchroom are outdated and are struggling to meet the needs of the students and teachers at this point. The AG shop needs to be replaced and projects cannot be completed on the floor of the classroom or shop as water leaks under the east wall and across the classroom onto the shop floor.

The Secondary School, the newest building in the district, needs a new roof liner as there are new leaks appearing after every storm and in classrooms and the gymnasium.

The bleachers in the gymnasium have become an issue we cannot solve in the current state as fans are falling in the seams between the sections of bleachers causing injuries to students and visitors.

6. In the current footprint, it is not realistic to find positive solutions to all the issues. There is a limited space for improvements and the exposure from the roads cannot be changed. Planting trees or shrubs would only provide cover for anyone wanting to view inside the classrooms at both the Elementary and Secondary buildings.

Other issues with improving the current footprint are that buildings would have to be removed to add on or connect the campus, and our students would not have available learning spaces during the extensive new construction on site. In the limited space between main street and college avenue a secure play area cannot be created.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Building a PreK-12 building for the district will allow us to use our current resources, which are sufficient to maintain and keep the facility functioning and looking the best it can as it ages. Our current buildings are held to the highest standards for cleanliness and appearance. Although the buildings are old, they have been maintained so the students have the best learning experience we can possibly provide to them.

As we move into the new PreK-12 building we will continue to budget at the current amounts which are approximately 21.6% (or \$360,000) of base funding. This includes salaries and benefits for our custodians, maintenance and grounds supervisor, as well as supplies for maintenance and custodians, and contract Labor/Machine for upkeep and repairs. By consolidating all our buildings into a single PreK-12 building, we should be able to continue our high standards for maintenance, cleanliness and

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appearance in the new building. Once operational costs are determined in the new building, I believe we will be able to reduce the current levels of spending on maintenance and custodial.

Beginning with the 2020-21 District budget, \$60,000 per year will be budgeted in the Capital Reserve fund of which \$30,000 will be earmarked for facility improvements on the new PreK-12 building, and the remaining \$30,000 will be used for Transportation, as our aging bus fleet needs to be replaced. At the base funding numbers for 2019-20 from CDE, \$30,000 is 1.8% of the base exceeding the 1.5% minimum required. Since the project is a new PreK-12 educational facility, building updates and major repair expenses will be minimal for the first 10-15 years when warranties begin reaching their limits, so there will be approximately \$300,000 accumulated in reserve earmarked for facilities to extend the life of the building.

Our Master Plan for BEST is for 50 years, as we presently have functioned for approximately sixty years with what we have and the technology of the dated buildings does not compare to what will be built, and our goal is to do our best to make sure our buildings and facilities function regardless of their age. Our current situation is a perfect example of our dedication to the upkeep and maintenance, as the average age of our buildings is 58 years old and structural areas and pipes are failing due to time and being past their life span.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Dolores County School District RE-1J was organized July 1, 1959, under the School District Organization Act of 1959 as a county unit. Prior to reorganization there were nine separate school districts in Dolores County: School District No. 1, Rico; School District No. 2, Lower Lavender; School District No. 3, Dunton; School District No. 4, Dove Creek; School District No. 5, Cahone; School District No. 6-14 Joint, Peel; School District No. 7, Coal Bed; School District No. 11, Upper Lavender, and the county high school district. On September 10, 1963, Dove Creek was designated as the administrative headquarters for Dolores County School District RE-1J, which included the annexed Segoo area of Montezuma County. On September 11, 1986, Dolores County School District RE-2J was established when the District consolidated again with neighboring Egnar School District 18.

Six buildings were in use when Dolores County District RE-1J was formed: The Rock Building, built 1938; Bus Maintenance Facility, built 1947; Memorial Hall, built 1947; Rico School (located in Rico, CO) built 1952; Seventh Street Elementary School, built 1953; and the Vo/Ag Facility, built 1959.

After the present Dolores County District RE-2J was formed in 1986 the District constructed the Sports field and Concession Stands in 1986; the Weight Room in 1987; and the High School in 2002.

The High School location was exhaustively studied and debated by School Board members and a committee of Community Members. The community wanted the Secondary School near the elementary school. The final rationale which determined the present location was twofold: spending less money by building next to the Elementary School and utilizing the elementary cafeteria facilities for the secondary students; and, having the two schools close together.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Six buildings were in use when Dolores County District RE-1J was formed in 1963: The Rock Building, built 1938; Bus Maintenance Facility, built 1947; Memorial Hall, built 1947; Rico School (located in Rico, CO) built 1952; Seventh Street Elementary School, built 1953; and the Vo/Ag Facility, built 1959.

After the present Dolores County District RE-2J was formed in 1986 the District constructed the Sports field and Concession Stands in 1986; the Weight Room in 1987; and the High School in 2002. Capital projects undertaken within the last 3 years are as follows: Security cameras for the Elementary and Secondary Schools; Retrofitting of fluorescent light to LED at the Secondary School, Elementary School, Bus Barn, Vo/Ag Shop, and the Weight Room; and, Further securing the entrance at the Schools by adding a second set of doors to the outside of each, which remains unlocked during business hours, with locked doors into the buildings that require a visual by school personnel to unlock and allow entry.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

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The District will apply for a Department of Local Affairs Grant and a Great Outdoors Colorado Grant.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Since 2010, Dolores County School District has not utilized the reserve account for Capital outlay. As administration has changed in the district the philosophies for savings have also changed. All funds used to purchase a fixed building asset or extend its useful life were being drawn from cash balances in the district. In the 2019-20 district budget, \$152,000 was transferred into the Capital Reserve account to begin building up the reserve account. Beginning with the 2020-21 district budget, \$60,000 per year will be budgeted in the Capital Reserve fund of which \$30,000 will be earmarked for facility improvements on the new K12 building, and the remaining \$30,000 will be used for transportation as our aging bus fleet needs to be replaced. At the base funding numbers for 2019-20 from CDE, \$30,000 is 1.8% of the base exceeding the 1.5% minimum. Since the project is a new K12 educational facility, building updates and major repair expenses will be minimal for the first 10-15 years when warranties begin reaching their limits, so there will be approximately \$300,000 accumulated in reserve earmarked for facilities to extend the life of the building.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The total utilities expense for the district including the secondary school, elementary school, VOAG/Rock Building/Weight room, and Memorial Hall/District Office has a five year average of \$103,973.48. Waste Management is a district expense averaging \$11,348.46 over a five year span. Each building is broke down by year for the past five years below:

Secondary School

Atmos Energy Empire Electric Town of Dove Creek Alpine Alarms Centurylink Yearly Total Expense

2014 \$11,792.24 \$31,434.06 \$3,033.00 \$264.00 \$1,935.48 \$48,458.78

2015 \$8,676.74 \$30,317.38 \$2,990.50 \$264.00 \$1,935.48 \$44,184.10

2016 \$5,012.57 \$32,128.27 \$3,085.50 \$264.00 \$1,935.48 \$42,425.82

2017 \$6,568.74 \$29,921.06 \$7,098.20 \$264.00 \$1,776.84 \$45,628.84

2018 \$7,467.71 \$27,231.00 \$8,360.21 \$264.00 \$1,937.64 \$45,260.56

Ave. \$7,903.60 \$30,206.35 \$4,913.48 \$264.00 \$1,904.18 \$45,191.62

Elementary School

Atmos Energy Empire Electric Town of Dove Creek Alpine Alarms Centurylink Yearly Total Expense

2014 \$8,056.47 \$12,984.63 \$2,628.00 \$264.00 \$1,452.36 \$25,385.46

2015 \$6,536.35 \$12,159.11 \$2,770.50 \$264.00 \$1,452.36 \$23,182.32

2016 \$4,412.83 \$12,322.61 \$2,975.50 \$264.00 \$1,452.36 \$21,427.30

2017 \$4,750.86 \$12,836.04 \$2,910.50 \$264.00 \$1,536.78 \$22,298.18

2018 \$5,544.12 \$12,977.82 \$2,923.00 \$264.00 \$1,702.38 \$23,411.32

Ave. \$5,860.13 \$12,656.04 \$2,841.50 \$264.00 \$1,519.25 \$23,140.92

VOAG/Rock Building/Weight Room

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Atmos Energy Empire Electric Town of Dove Creek Alpine Alarms Centurylink Yearly Total Expense

2014 \$8,246.36 \$4,573.74 \$1,890.00 \$0.00 \$0.00 \$14,710.10

2015 \$6,986.32 \$4,105.78 \$2,124.00 \$0.00 \$0.00 \$13,216.10

2016 \$4,936.32 \$3,744.50 \$2,124.00 \$0.00 \$0.00 \$10,804.82

2017 \$5,489.00 \$3,537.09 \$2,124.00 \$0.00 \$0.00 \$11,150.09

2018 \$6,125.95 \$3,617.11 \$2,124.00 \$0.00 \$0.00 \$11,867.06

Ave. \$6,356.79 \$3,915.64 \$2,077.20 \$0.00 \$0.00 \$12,349.63

Memorial Hall/District Office

Atmos Energy Empire Electric Town of Dove Creek Alpine Alarms Centurylink Yearly Total Expense

2014 \$6,932.39 \$4,317.25 \$888.00 \$0.00 \$1,494.36 \$13,632.00

2015 \$6,057.12 \$3,986.01 \$989.50 \$0.00 \$1,494.36 \$12,526.99

2016 \$3,449.96 \$4,338.59 \$1,229.00 \$0.00 \$1,534.98 \$10,552.53

2017 \$3,825.60 \$4,393.61 \$2,079.56 \$0.00 \$1,144.10 \$11,442.87

2018 \$4,538.90 \$4,219.96 \$3,166.37 \$0.00 \$1,057.80 \$12,983.03

Ave. \$4,960.79 \$4,251.08 \$1,670.49 \$0.00 \$1,345.12 \$12,227.48

We can expect a significant reduction in utility cost by combining all the district's aged facilities within one new building that will implement sustainable design strategies, high efficiency building systems, and a sophisticated thermal envelope.

Current Grant Request:	\$38,711,103.18	CDE Minimum Match %:	56
Current Applicant Match:	\$6,145,331.56	Actual Match % Provided:	13.7
Current Project Request:	\$44,856,434.74	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Bond voted on in November 2020, Ask of the town to waive all permit fees for the project,	
Total of All Phases:	\$44,856,434.74	Escalation %:	2.75
Affected Sq Ft:	82,600	Construction Contingency %:	6
Affected Pupils:	232	Owner Contingency %:	8
Cost Per Sq Ft:	\$543.06	Historical Register?	No
Soft Costs Per Sq Ft:	\$78.62	Adverse Historical Effect?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Hard Costs Per Sq Ft:	\$464.44	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$193,347	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	356	Who owns the Facility?	District

If owned by a third party, explanation of ownership:
N/A

If match is financed, explanation of financing terms:

Financial Data (School District Applicants)

District FTE Count:	217	Bonded Debt Approved:	
Assessed Valuation:	\$129,195,339	Year(s) Bond Approved:	
PPAV:	\$595,370	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$2,259,768	Year(s) Bond Failed:	
Median Household Income:	\$43,313	Outstanding Bonded Debt:	\$795,000
Free Reduced Lunch %:	57.1	Total Bond Capacity:	\$25,839,068
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$25,044,068
3yr Avg OMFAC/Pupil:	\$2,799.65		



BEST School District and BOCES Grant Waiver Application

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

The Dolores County School District is requesting a reduction in our matching contribution. We require a reduction for the following reasons:

1. Through the processes of the CDE’s Facility Assessment findings, creating a BEST Master Plan, and community and staff input, we have identified the specific needs and solutions to carry out a comprehensive project, a new PreK-12 facility, which is urgently needed and will comprehensively and positively impact the safety, security, and health of all of our students in the district, for the cost of \$43,923,488. Through our process of creating a BEST Master Plan, we have identified the specific needs and solution to carry out a comprehensive project, which will positively impact the safety, security, and health of all of our students in every grade. The needs assessed to rectify our current issues with safety, security and health are too great to tackle individually and in the buildings on the current campus, therefore those needs must be addressed by building a new PreK-12 school building. The completion of a new PreK-12 school building will result in a much more secure environment with very controlled access into the building, and minimal points of vulnerability. Along with a much-improved educational environment with concerns to safety, security and health, the new PreK-12 building will improve all the issues we have and time wasted due to our current fractured campus.

The CDE formula match of 56% for the project would require a district match of \$24,597,130 million dollars. Raising 24.6 million dollars would require a 15mill levy bond, for 20 years totaling \$37,347,216 million dollars from the community. Our district bonding capacity is 25 million, however \$24.6 million dollars is an unrealistic amount of bond liability for our community based on the assessed valuation in our District.

The average home sale price in 2018 in Dove Creek was \$115,900, with a yearly property tax of approximately \$470. A 15-mil levy bond would bring about a tax increase of \$105 per each \$100,000 of property value—a \$121.00 yearly increase on an \$115,900 house for the District residents, which is equivalent to a **25% property tax increase per year**. This amount of increase is prohibitive for our District constituency.

We believe our community can sustainably afford a bond for the amount of 6 million dollars, which would require a 3.7 mil levy, which would amount to an approximate **6% property tax increase per year**. For cost of living increase perspective, the Social Security cost-of-living adjustment ("COLA") was 2.0% in 2018.

We conducted a comparative analysis with two local neighboring Districts to understand their proportion to tax liability compared to what ours would be for a 24.5 million dollar bond and what ours would be for a 6 million dollar bond.

Comparison of Tax Liabilities for School Bond Projects in Dove Creek, Mancos, Cortez, and Bayfield

Comparison of Tax Liabilities for School Bond Projects in Mancos, Cortez and Bayfield			
School District	Bond Amount	Amount levied per \$100,000. of property	Tax Liability in each Community for a \$250,000

	in Millions	value	Home
Dolores County RE-2J w/o match reduction	24.5	\$105.80	\$264.56
Dolores County RE-2J with reduction in match	6.0	\$26.45	\$66.14
Cortez RE-1	21.25	\$ 23.40	\$ 58.50
Bayfield 10JT- R	27.6	\$ 71.00	\$177.50

Cortez and Bzyfield passed bonds for much larger amounts, which their communities are able to pay for because of their greater property valuations and substantial gas and oil revenues.

Given our community, District population, demographics, and our valuation of property, the current formula of a 56% match effects a situation where improving our community school infrastructure to the degree necessary for the health, safety, and security of our children is impossible without substantial assistance.

We are not able to raise enough revenue for construction as our population will not be able to approve and sustain a 25% yearly tax increase, and business will be impacted for 3x that amount. Therefore, we are compelled to request a reduction in our matching contribution in order to carry out the urgently needed project.

2. Our county is one of the poorest in the state of Colorado. Since westward expansion in the 1800’s Dolores County remains a Frontier with a population density of 2 people per square mile. A Frontier is identified by the US Department of *Health* and Human Services (USDHHS) as any service area with a population density less than or equal to six persons per square mile. The US Department of Agriculture (USDA) designates the region as a “Frontier and Remote Area (FAR),” defined by population densities equal to or less than 11 persons per square mile. The USDA and USDHHS grant specific recognition to this most remote end of the population continuum because “these conditions cause significant problems in access to health services, create poor economic opportunities and other conditions, *including lack of educational opportunity*, which cause health and social disparities” (Wilger, 2016). Therefore, we are compelled to request a reduction in our matching contribution in order to carry out the urgent needed project.

Our community will not be able to support the 15 mills needed to generate 24.5 million dollars or even approximately 6 mills to generate 10 million dollars. Given the urgent need for a new PreK-12 building project, lowering the scope of work to lower the budget enough so that 6 million dollars will equal the 56% match required by BEST would severely affect the overall function of our master plan. If our district passes a 6 million dollar bond to fund a significantly reduced scope of our master plan we would have to reduce the already minimal programming currently offered in the elementary, middle school, and high school. We are unable to settle for an amount of reduction in project scope, as it would result in an immediate diminished return and not deliver the improvements we must make for student health, safety, security and academic achievement, due to the reduction in man and woman power and other instructional resources.

Given the current financial school-funding crisis that has gripped our state for the past 10 years, we have been operating on a bare-bones budget and all construction needs, and upgrades have been unaffordable. Unfortunately, this is true for not only our district, but also every district across the state.

Our community is simply not able to afford 24.5 million dollars at a 25% increase in property tax. I want to assure everyone that we have carefully weighed all factors, listened intently to our community, and carried out the due diligence required to request the CDE to support our cause for a maximum bond of 6.0 million dollars.

Wilger, Susan (2016). National Rural Health Association Policy Brief.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Given much deliberation and soul-searching our commitment to our children and community requires us to go for the fully elucidated project without further reduction in project scope in order to **make good on the investment**.

We are asking to be responsible for a 13.7% match (\$6 million dollars of our project) as this is a number we are confident our community can afford, and will support us to provide the same health, safety, and security opportunities to our students that are available to others across the state. We have sought, identified and applied for all outside financial support available to us, including BEST grant, and intend to apply for a GOCO LPOR grant for the athletic field and a Department of Local Affairs Capital Construction Grant. There are not dollars available within our current budget, which could be freed up to help support our match.

Given that the negative factor total for Dolores County School District is in excess of \$280,680.00 we are already operating with a budget that has zero margin for reduction. We have already eliminated many personnel positions over the past 10 years and are operating with a minimal staff that is barely meeting student needs. Cutting any more positions would gravely affect academic opportunities afforded to our students. Our board has considered every possible funding solution as well as all possible ways to lower the overall cost of the proposed project and it always comes back to where we find ourselves now. To strive for a smaller project would not begin to eliminate the issues we have surrounding safety, security and health in our current locations. To only improve single buildings in the district would leave us with a similar situation that we are currently in, but crammed into a smaller space. A new PreK-12 building is the best project for the maximum health, safety, and security of our students and facility usage.

For \$43,923,488 we will build a new PreK-12 educational facility in Dove Creek, CO. This project will affect every child and member of the community in Dove Creek for the next **50 (fifty years)**, as this is comparable to the average age of our current buildings which is 58 years old dating back to 1958, but we now have better technology and materials.

The disposition of our current buildings will contribute to an overall municipal upgrade in town and for the entire county. Upon completion of this project the students in our district will be educated in a 21st Century quality environment with all safety, security and health concerns taken into account. It can be said with certainty that without the BEST grant affording us a 13.7%/86.3 % match, construction and improvement in the health, safety, and security for the children in our district will not and cannot occur.

Our closest neighboring district is able to raise the same amount we are asking our community for at approximately a quarter of the cost to its constituency. Asking our community for a 6 million dollar bond is the absolute maximum our community can afford. We have no other recourse but to ask for a 13.7% district match, and 86.3% BEST match.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's PPAV: \$595,370.23

Weighted Rank: 4.52% of 5% max

Statewide per pupil assessed valuation is \$115,806. Dolores County School District's per pupil-assessed valuation is currently \$540,608. The size of our district boundaries affects our assessed valuation. Our district in geographic size is large encompassing 1,064 square miles. The population, however, is estimated at 2,074 persons. This is a total of 1.95 persons per square mile. According to the Region 9 Economic Development Council, only 35% of the land in Dolores County is privately owned. The National Forest and Bureau of Land Management own 61% and the State owns the remaining 3%. A large percentage of the property located

within our district is used for ranching and agriculture and there are very few business located in the county.

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

Applicant's Median Household Income: \$43,313

Weighted Rank: 2.95% of 15% max

The Dolores County District median household income is \$43,313 which is approximately 31% below the State of Colorado median household income of \$63,179. The Dolores County per capita income is \$19,244 which is 64% of the State of Colorado per capita income of \$30,151. This information is taken from 2010 U.S. Census and 2006-2010 American Community survey at:

https://en.wikipedia.org/wiki/List_of_Colorado_locations_by_per_capita_income.

C. 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.

Applicant's FRED Percent: 57.1%

Weighted Rank: 6.52% of 20% max

The District percentage of pupils for free and reduced cost lunch is 57.1%, which is 15% higher than the Colorado statewide average of 42%. This percentage does not accurately reflect the number of families who would qualify for free and reduced cost, as our efforts to get all families to apply who are eligible have not been successful.

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

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

No bond attempts have been made in the past ten years.

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

Applicant's Bond Mill Levy: 0

Weighted Rank: 20% of 20% max

The Dolores County School District Bond mill levy is currently at 18.559, with the state being 39. We would require a 15 mill Bond to raise 24.5 million dollars.

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

Applicant's Remaining Bond Capacity: \$25,044,068

Weighted Rank: 12.25% of 20% max

The Districts current available bonding capacity is 25 million dollars.

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

District's Unreserved General Fund: \$2,259,768

Weighted Rank: 9.55% of 20% max

The districts unreserved general fund balance is 2.3 million dollars. With the extent of major construction upgrades and improvements in all district buildings our district does not have enough in reserve to carry out any of the projects needed to improve student safety, security, and health and Academics. The need for a new elementary school, new district lunchroom, new Agricultural classroom/shop, new weight room, new/renovated Rock building with music, art, and middle science classrooms plus replacing the secondary roof membrane, and all the safety and security updates are not possible with only our unreserved general fund balance.

H. Other unusual financial burdens not reflected in the match calculation (i.e. underfunded mandates, unexpected expenses, self-funded programs).

The lack of strategic planning in previous District administrations has led to financial needs throughout the district. The programming and textbook inventory in the district was ignored for years, and we are now spending from the District's Unreserved General Fund to update all our programming for Twenty First Century learning. Along with programming, personnel have been cut and we do not have a Foreign Language teacher who can run a quality foreign language department so our students can meet the higher education requirement for foreign language credits which are required for University admission. The district needs to also improve the SEL supports as students need more support than ever before, as well as increased resources in our under staffed Special Needs department. As a very rural—Frontier—school district, our students have to drive 45 minutes one way to attend concurrent enrollment classes and we reimburse mileage to them. To support concurrent enrollment, we are looking at creating a distance learning classroom so our students can work on concurrent enrollment course with the community colleges in the four corners area through distance learning opportunities. Another big expense we are budgeting for and catching up is in our transportation department as our bus fleet is aging and in need of replacement. We have been able to replace some route vehicles, but we are currently using busses on routes that are nearly 30 years old.

With all these major expenses due to lack of planning in the past, our focus has been on improving our instructional resources and programming.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The district will be applying for a Department of Local Affairs Grant and a Great Outdoors Colorado Grant to help support the project.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

13.7

CDE Minimum Match Percentage:

56%

● **Facilities Impacted by this Grant Application** ●

HARRISON 2 - Carmel MS Addition/ Renovation - Carmel MS - 1970

District:	Auditor - Harrison 2
School Name:	Carmel MS
Address:	1740 PEPPERWOOD DRIVE
City:	COLORADO SPRINGS
Gross Area (SF):	109,750
Number of Buildings:	1
Replacement Value:	\$32,734,051
Condition Budget:	\$10,145,127
Total FCI:	0.31
Adequacy Index:	0.25



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,327,167	\$2,629,246	0.49
Equipment and Furnishings	\$807,099	\$301,998	0.37
Exterior Enclosure	\$3,454,520	\$1,210,358	0.35
Fire Protection	\$11,802	\$1,166,773	98.86
Furnishings	\$555,501	\$32,144	0.06
HVAC System	\$7,032,707	\$565,379	0.08
Interior Construction and Conveyance	\$8,816,225	\$2,886,321	0.33
Plumbing System	\$1,620,243	\$1,319,147	0.81
Site	\$1,791,111	\$1,052,858	0.59
Structure	\$3,317,676	\$139,764	0.04
Overall - Total	\$32,734,051	\$11,303,988	0.35

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Applicant Name: HARRISON 2

County: El Paso

Project Title: Carmel MS Addition/ Renovation

Applicant Previous BEST Grant(s): 6

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

If Yes, please explain why:

Project Type:

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

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

Carmel Middle School was built in 1970 and was originally 98,300 square feet. An 11,437 square foot addition was completed in 2002 to house an administrative complex at the front of the school and to add an art room, resulting in the current configuration of 109,737 square feet. The school currently services a population of 345 students with 91% receiving free and reduced meal benefits. Carmel serves grades 6-8 in a traditional curriculum. Carmel serves a high population of disadvantaged families that are on the low end of the socioeconomic scale. After the remodel in 2002, Carmel was near capacity with 598 students. Since that time, the enrollment has steadily dropped as parents and students have left due to the structural issues with the school. Other than the structural issues resulting from the expansive soils, the school has been well maintained. The mechanical systems are operating in expected parameters. Cosmetically, the structural issues have caused cracking in the floors and walls and issues with doors. This has led to a general appearance of patchwork repairs. In November 2018, the district passed a bond so maintenance has been on an "only if necessary" basis as plans for the tear down and rebuild have been in progress. The Bogen annunciator system (2017) and the emergency generator (2018) have been upgraded and replaced respectively. The new school will have community use space. This was identified through community meetings as a priority of the community. The meetings also enforced the community support of the school and the desire to have students attend when the structural issues are resolved.

Deficiencies Associated with this Project:

Carmel was constructed in 1970 utilizing spread footers and slab on grade foundations, which was typical of the time. The school has shown moderate movement over the years, but the issue was exacerbated by the severe drought that started in 2008. The subsequent drying and wetting of the subsurface soils has highlighted the existence of expansive soils. The expanding and contracting soils have created structural issues and security issues. Doors and frames get out of plumb and alternate between sticking open or shut, or shutting but not latching. Door and window frames pull away from the adjacent walls and leave spaces requiring excessive re-caulking. Exterior doors have wedged shut and been difficult to open during emergency egress. Exterior doors pulled away from the frame creating rodent and pest issues in the school, resulting in health issues. Gaps in walls and joints have allowed wind, rain and snow to enter the building. The exterior envelope has been compromised. Floors heave and shift causes cracked concrete and tiles and tripping hazards. Brick walls crack along joints and create gaps, some of which are in fire walls. After 2 main water leaks in 2009, the original ductile main water line ruptured in 2010, probably due to soil movement. The water main was replaced with PVC. The ductile sewer line has required numerous repairs, also probably due to soil movement. The sewage leaks/backups have created health issues within the school and have created a perception in the community that the school is unhealthy. This contributes to the dropping enrollment.

Proposed Solution to Address the Deficiencies Stated Above:

The District is demolishing and rebuilding Carmel Middle School, except for the front office addition of 2002. The new building will be approximately 100,000 square feet and will have a high performance mechanical system. The results of the soil testing require that the foundation be set on piers to bedrock and will require a 10 foot over dig and reconditioning of the existing soils. The over dig will extend 5 feet beyond the building footprint. Soil tests encountered groundwater 5 to 28 feet below

BEST FY2020-21 GRANT APPLICATION SUMMARIES

grade. Testing determined that sandy clay and sandy fill at depths of 6 to 16 feet was used to create the existing building pad. The district and design team explored 3 options to resolve the soil issue. A post-tensioned concrete slab was not approved by CTL Thompson. A structural slab (8") on void (6") was considered but the cost was 1.5 times the chosen option. The chosen design consists of the 10 foot over-excavation and reconditioning of the existing soils and then placing the structure on 284 piers bottomed to bedrock at a depth of 7 to 21 feet. The new school has been designed to meet all existing codes, including ASHRAE high performance mechanical systems. The new school will provide a marked increase in the air quality and lower utility bills. The students and staff will experience a greatly improved learning environment in a secure and safe twenty first century building. The new school is designed for 600 students and has 4 feeder elementary schools. Prior to the structural issues, the school was consistently close to capacity. The neighborhood has strong ties to its schools. Surveys of the neighborhood consistently show the desire for a community based middle school.

How Urgent is this Project?

The district considers the replacement of Carmel Middle School to be extremely urgent and demolition is scheduled to begin in May 2020. The building presents a substantial safety and security risk with doors that alternately won't close and latch or open. Fire walls have cracks and gaps at doors that affect fire safety. Rodents and pests are a continual problem in the building and greatly affect staff and student morale. Gaps in the walls allow wind, rain and snow to enter the building. Prior to 2018, the last successful bond was passed in 2001. Since 2008, the district has not had the funds to replace the school as it has experienced an increase in movement and deteriorated. During the bond preparations, the district determined that the maximum feasible bond that was likely to pass was \$180M. The long time between bonds has resulted in needed work and expense at every school in the district. This is a priority project for the district and will be completed. Failure to get the grant would result in needed priority work in other buildings not being completed until the next bond passage which would likely be many years in the future.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The district budgets \$250,000 annually in the general fund for maintenance, repair, and/or replacement of capital equipment. The district budgets another \$1.5M a year in Capital Reserve funds 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 and consistently operates and maintains equipment well past the design life expectancy. The district utilizes the Micromain work order system to schedule preventive maintenance and identified repairs. Utilizing this system, the district manages maintenance on a daily basis. The district also has a strong training program for building custodial and maintenance staff to identify and correct potential issues at the earliest stage. The district requires daily inspections of mechanical equipment and conducts yearly inspections as part of the Capital Reserve process.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Carmel Middle School was built in 1970 and was originally 98,300 square feet. The foundation used was spread footers with slab on grade flooring. An administrative wing and art room were added in 2002 and the school was renovated. Originally, the condition of the building was excellent but has deteriorated over the years. The current condition of the building is very poor. The building foundation has proven to be inadequate for the existing soil conditions. The structure moves with weather conditions throughout the year resulting in doors that alternatingly will not shut or shut but won't latch. The floors crack and heave and walls crack. Conditions significantly deteriorated during the drought starting in 2008 when movement accelerated due to drying soils. The alternating years of wet and dry conditions continue to exacerbate the situation. The structure is currently in poor condition. There is not an engineering fix for the poor soils.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The last renovation occurred in 2002. During the renovation, the mechanical systems were replaced and upgraded, asbestos was abated, and the interior was renovated. Every year, doors, joints, and windows have been caulked as needed due to movement caused by the poor soils. Doors have been trimmed and adjusted as needed to try to maintain security. Walls have

BEST FY2020-21 GRANT APPLICATION SUMMARIES

been patched and painted as needed due to cracking caused by soil movement. Floors have been maintained, tile replaced with rubber flooring and concrete ground or leveled, due to movement caused by soil conditions. In 2017, the Bogen annunciator system was upgraded and in 2018, the emergency generator was replaced.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Successfully passed the bond in 2018

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district has always been cognizant of the need to fund capital projects and has continued to fund them to the maximum extent possible. In the years prior to the bond passing, the district was funding Capital Reserves at approximately \$255/FTE districtwide. After the bond passed in November 2018, the district repurposed some Capital Reserve funding and lowered the funding to \$175/FTE districtwide for the 2019/20 fiscal year. The district is gradually increasing the funding with plans to resume funding at \$255/FTE in the 2021/22 fiscal year.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$6,064,432.78	CDE Minimum Match %:	41
Current Applicant Match:	\$29,608,701.22	Actual Match % Provided:	83
Current Project Request:	\$35,673,134.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Nov 2018 Bond Election	
Total of All Phases:	\$35,673,134.00	Escalation %:	0.35
Affected Sq Ft:	100,098	Construction Contingency %:	3.19
Affected Pupils:	346	Owner Contingency %:	0
Cost Per Sq Ft:	\$356.38	Historical Register?	No
Soft Costs Per Sq Ft:	\$48.50	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$304.84	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$103,102	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	289	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

Financial Data (School District Applicants)

District FTE Count:	11,517	Bonded Debt Approved:	\$180,000,000
Assessed Valuation:	\$750,956,698	Year(s) Bond Approved:	18
PPAV:	\$65,204	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$21,147,180	Year(s) Bond Failed:	
Median Household Income:	\$44,536	Outstanding Bonded Debt:	\$31,795,000

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Free Reduced Lunch %:	73.4	Total Bond Capacity:	\$150,191,340
Existing Bond Mill Levy:	21.057	Bond Capacity Remaining:	\$118,396,340
3yr Avg OMFAC/Pupil:	\$2,197.87		

● **Facilities Impacted by this Grant Application** ●

HUERFANO RE-1 - John Mall Secondary School Replacement - John Mall HS - 1976

District:	Auditor - Huerfano RE-1
School Name:	John Mall HS
Address:	335 PINE STREET
City:	WALSENBURG
Gross Area (SF):	72,852
Number of Buildings:	6
Replacement Value:	\$20,057,523
Condition Budget:	\$8,677,652
Total FCI:	0.43
Adequacy Index:	0.31



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,757,203	\$2,625,078	0.95
Equipment and Furnishings	\$477,101	\$596,377	1.25
Exterior Enclosure	\$3,029,847	\$1,466,762	0.48
Fire Protection	\$13,749	\$788,200	57.33
Furnishings	\$564,643	\$37,530	0.07
HVAC System	\$2,889,582	\$983,784	0.34
Interior Construction and Conveyance	\$2,785,626	\$1,209,825	0.43
Plumbing System	\$915,292	\$606,649	0.66
Site	\$3,335,481	\$1,102,914	0.33
Structure	\$3,288,998	\$33,165	0.01
Overall - Total	\$20,057,523	\$9,450,284	0.47

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: HUERFANO RE-1

County: Huerfano

Project Title: John Mall Secondary School Replacement

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input checked="" type="checkbox"/> CTE: Auto, Welding, Construction, Agriculture, Culinary and Cosmetology | <input type="checkbox"/> Other: | | |

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

Huerfano School District Re-1 is located in Walsenburg, CO. It provides services to most of Huerfano County with the exception of the south-west corner where La Veta School District is located. The median household income in the County is \$36,700 and according to US Census data, 22% of the population lives under the poverty threshold. The district owns two schools. Peakview School and John Mall High School. There is also a new charter school in Gardner, CO that used to be a district school. It serves PK-8 students in the north end of Huerfano County.

Peakview School has 309 students in grades PK-8. The mission of Peakview is to provide a challenging academic program in a safe environment with a commitment to all content areas, and a specific emphasis on literacy and math. The school's vision is to provide focused, creative and innovative learning experiences for all students. They emphasize lifelong learning, development of community partnerships and prepare their students to succeed in the 21st century. Peakview was built in 2004 through a local bond. This school facility is showing more deficiencies than expected for its age but it is not the subject of this grant application. The district intends to address the most pressing issues through a 2020 bond. This will include innovation remodels to align with secondary instruction.

John Mall High School has 157 students in grades 9-12. The mission of JMHS is to provide a safe learning environment and exceptional educational opportunities for all students to succeed in an ever-changing world. JMHS offers traditional high school academic courses as well as many post-secondary prep extra-curricular activities, clubs and competitive athletics. The district's focus on more vocational (CTE) instruction and the inclusion of 7-8 students under a secondary school environment are on-going program developments that were discussed at length during master planning to inform the proposed project. The district and community want to challenge 7-8 grade students and not hold them back in an elementary environment. 7-8 grade students move back and forth between Peakview and John Mall every day as FTEs are already shared across a 7-12 curriculum.

John Mall High School presents many health and safety issues. Structural movement is the main source of water intrusion through roofs and walls. Many roof leaks are chronic because of the difficulty to track down the source and wall cracks are simply sealed as they appear. Leaning walls have been traditionally dealt with by installing large washers with threaded rods welded back to metal studs. The district spent \$51,693 in John Mall maintenance in 2019. There was also a \$118,900 insurance claim to repair the Gym flooring due to water intrusion.

Deficiencies Associated with this Project:

Facility Deficiencies - Described in reference to Construction Guidelines:

4.1.1 Sound Building Structures - John Mall High School and its associated West Wing present chronic and still active structural

BEST FY2020-21 GRANT APPLICATION SUMMARIES

movement. After a structural assessment, it was concluded that while the primary steel structure is not yet considered to be at risk of eminent failure, the exterior brick (shear) walls will continue to move and crack. The district has had to reinforce and brace the building's leaning brick walls at multiple locations over the years with large washers and steel rods. This has happened as recently as 2018 when a large section of wall at the west wing had to be braced to avoid collapse. A section of wall in the Gymnasium that had already been braced still presents a 1" lean-in and is being actively monitored.

This issue is the district's highest safety concern and the primary reason to apply for a BEST Grant. While the district has been vigilant and swiftly attends every sign of structural movement, there is a generalized concern in the community regarding student safety and building longevity.

4.1.3 Roofs - The roofing system is composed of non-commercial thin gauge metal sheathing installed in 1975, including decking and under-structure bagged batt insulation. It shows concave depressions on its surface and there is associated ponding in multiple locations. The roof leaks constantly and due to the nature of this installation, it is impossible for district staff to locate the source of water infiltration. From the observed conditions, the insulation is compromised in many areas, especially when exposed to the interior. Installed levels of insulation don't meet current energy code requirements.

4.1.4 Electrical Systems - The main switchboard was replaced in 2004 but has a limited capacity. Power distribution is from 1975 and is insufficient for instructional use in classrooms.

4.1.5 Lighting Systems - Fluorescent T8 light fixtures are in fair to poor condition. Emergency lighting coverage is not code compliant and some exit signs are not adequately located. Light levels are poor throughout the school for what is required in a learning environment. Exterior lighting is insufficient and wall-packs are in poor condition.

4.1.6 Mechanical Systems - Heating, Ventilation, and Air Conditioning (HVAC) - Despite many investments over the years, the HVAC systems are not code compliant for school occupancy. Proper ventilation, air distribution and student comfort are system deficiencies that greatly impact the learning environment every year. The school reports high absenteeism during the winter months due to illness and understands that it is due to poor ventilation. Addressing this problem is not easy when the structure is also deficient and unable to take on additional loads from compliant mechanical equipment.

The district has tried to augment and supplement HVAC through additional base-board heat and residential AC condensing units to improve comfort but all efforts have fallen short. Insulation is non-existent on the exterior walls and wall movement, causing cracks. This continues to breach the building envelope, making it very difficult to maintain adequate temperature levels during both the cooling and heating seasons.

4.1.7 Plumbing Systems - All of the domestic water distribution is original and due for replacement. The system does not have water softening, required to prolong the lifespan of plumbing fixtures. The district continues to replace fixtures as required and as funds become available. Public-use plumbing fixtures were replaced in 2011. The back-of-house fixtures are in poor condition as well and due for replacement. The water heaters are 13 years old and the system is not equipped with a master mixing-valve nor is capable of storing water at high enough temperatures to eliminate the risk of bacteria growth.

4.1.8 Fire Protection Systems - There is no sprinkler system in the buildings.

4.1.9 Means of Egress - School-wide egress deficiencies include non compliant hardware, non compliant ramps, and insufficient exit signs. In addition, due to the building envelope movement, some egress doors continuously shift and get stuck, preventing adequate student egress. This is something the district addresses immediately by adjusting the doors and hardware as required.

4.1.10 Hazardous Materials - Asbestos Containing Materials are present throughout. Most of the asbestos is non-friable and, according to the AHERA report, it is mostly located on walls, floors and ceiling materials. Friable asbestos is present in piping insulation in the boiler room and above ceilings throughout the school. As the ceiling tiles often fail from chronic roof-leaks, it is common to have the classroom environment exposed to above-ceiling materials.

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4.1.11 Security - Building security is one of the main concerns for the Huerfano community. There are multiple entry points into both buildings. The main entrance at the main building has an Aiphone with door release capabilities. While it is possible to lock the main door at the main building, secondary doors and the west wing remain unlocked during the school day due to the fact that classes are held in four different buildings and students access is needed. No additional electronic access control exists other than at the main entrance. The paging system is intercom-based with self-powered speakers and even though it is in working condition, it is aged and due for replacement. There is no PA broadcast to the exterior. The district has recently invested in some cameras, but it is hard to monitor the surrounding areas of both buildings due to the existing buildings layout.

4.1.15 Site Pedestrian and Vehicular Traffic - Peakview School was built next door to John Mall High School in 2004. Grading throughout the site was minimal at the time, which is why the campus presents many accessibility challenges. Site access for both pedestrians and vehicles occurs through W. Pine Street to the north. Bus pick-up and drop-off is separated from parent and student traffic but parent drop-off is collocated in the main parking lot. This poses a safety issue that the district would like to address with the proposed new school development.

Technology - Buildings are connected via fiber. However, it is not a diverse redundant ring and the installed fiber cable is not outdoor rated. An industry standards-based telecommunications bonding and grounding system needs to be installed in data rooms. Existing cable is riser rated in plenum spaces and does not meet code. The phone system is an aged system, but it is functional. A phone was not observed in every classroom, so phone coverage is deficient and needs to be expanded and, ideally, a VoIP system should be installed. Internet coverage is reported to be adequate but the infrastructure is not ready for higher bandwidth instructional requirements. Classroom technology has been updated over the years at the main building but the West Wing classrooms are falling behind. The Cafetorium AV system was last updated in the 1990's and is due for replacement. Amplification of cellular or public safety radios is not existent.

Educational Adequacy - John Mall High School presents multiple educational adequacy problems. Besides the building system deficiencies that impact education described above, the circuitous circulation and spread-out, multiple building layout does not provide an adequate environment for a modern program that requires a focus on collaboration. Daylighting is not maximized as it is only provided through clerestory type narrow windows. The cafeteria is centralized and does not provide opportunities for daylighting. Classroom size is not equitable and this is problematic. Career and Technical Education space is outdated and not adequate for the business focused curriculum that the school wants to provide.

Asbestos Containing Materials - The building contains a great amount of ACMs. Recent maintenance projects have required expensive abatement that creates a heavy financial burden on the district's capital renewal budget.

The unfortunate rushed construction in 1975, inadequate site and soil preparation, coupled with an atypical and faulty structural design at the onset of construction have all posed a safety concern, which has been a problem that is difficult to address. The Huerfano School District community is finally ready to ask its citizens for help with this issue, and, with the help of the CDE and the BEST program, fully fund the replacement of John Mall High School.

Proposed Solution to Address the Deficiencies Stated Above:

During the second half of 2019, Huerfano School District created a community-led Master Planning Committee and hired Wold Architects and Engineers to assess facility conditions and facilitate visioning discussions. The group met six times for two hour meetings in order to develop guiding principles, discuss assessment findings and to define a path moving forward.

After reviewing the structural building deficiencies and the educational inadequacies of their outdated school, the committee unanimously approved recommending a bond election to the Huerfano BOE to include the following:

BEST Grant Project:

- Replace John Mall High School east of the existing building with enhanced vocational opportunities.
- Demolish failing structure and re-establish with outdoor learning and play areas.
- Demolish old shop/wrestling buildings.

Additional 2020 bond scope (apart from BEST Grant):

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- Address most pressing facility deficiencies at Peakview
- Remodel Peakview to align program with new John Mall Secondary School.

The Huerfano Master Planning Committee, through engaging visioning discussions, worked hard to define the Guiding Principles that would guide decision making and the district's future.

Huerfano School District Master Planning Guiding Principles:

- We commit to be visionary and innovative.
- We support an open and transparent process.
- * We are community driven and informed.
- We are fiscally responsible.
- * We are prudent with resources and facility decisions, and consider long-term financial impacts to the school and community.
- * We appreciate operational and environmental sustainability.
- Huerfano School District graduates will be equipped with skills to enter the next phase of their life, whether it is toward a career or college.
- * Our facilities should have appropriate physical and technology systems to support today's learning.
- * We will prepare students for high-demand careers and relevant occupations.
- * We will foster partnerships with organizations, businesses, industry and higher-ed in the area.
- Huerfano School District and Facilities are here to support students and their families.
- * We strive to provide safe, healthy and secure environments for our students, staff and families.
- * We shall support life-long multi-generational learning and adult education.
- * We continue to support our culture of strong Academics, Athletics and all areas of the Arts.
- The world is changing and we shall be prepared.
- * Our facilities and programs will be future-ready and nimble to adapt to future change.
- * We will support soft skills and workplace readiness:
 - > Collaboration
 - > Communication
 - > Creativity
 - > Critical Thinking
- Our schools are the center of our diverse community. Walsenburg has an inclusive culture where people help and support each other.
- * Our facilities are open to community use.
- * We facilitate and support diverse extra-curricular programs.
- We focus and reinforce our strengths.
- * We are Walsenburg strong! We are resourceful and resilient.
- We honor our community and school history and traditions.
- We value hands-on learning for all students,
 - * PK through Adult.
 - * Science, Technology, Engineering, Arts, Math (S.T.E.A.M.).
 - * Project-Based Learning (PBL).
 - * Career and Technical Education (CTE).

Due-diligence:

At the time of the architectural assessment of John Mall High School, it was discovered that the building presented active structural movement and that the district had recently braced a large portion of an exterior brick wall at the west wing. This triggered the need to conduct a professional structural assessment. BKBM Engineers was hired to conduct a review of the findings and to produce a report. The report showed that although the main steel frame was stable, the sectional brick walls, designed structurally as shear walls, had been moving and cracking for many years. Leaning walls presented a major safety concern for the Committee, and, true to the fiscally responsible attitude in Walsenburg, the committee was initially interested

BEST FY2020-21 GRANT APPLICATION SUMMARIES

in exploring how to repair the problem.

Other major building deficiencies were discovered. The HVAC system, although recently renewed to add cooling, still wasn't able to provide the code-required ventilation levels for a healthy learning environment. Chronic roof leaks and water infiltration through walls deriving from a low quality, aging roofing system and pervasive structural movement posed a recurring maintenance challenge. This situation combined with deficient site grading and drainage throughout the campus pointed to systemic, interrelated issues.

At one of the planning meetings and thinking about district-wide facilities, the Committee was charged with envisioning "What could be better?". This included both Peakview school and John Mall High School. Besides a few instructional/programming desires at Peakview, the bulk of the adequacy concerns came from John Mall. From this exercise, it was clear that the built environment at John Mall presented many challenges to the district's educational mission.

Inequity in classroom space, circuitous, hard to supervise student circulation and the desire to have appropriate areas for relevant, vocational instruction (CTE) were the educational themes. At this time, the planning committee also identified the need for all of the High School instruction to be under the same roof. Teaching stations in four different buildings poses a tremendous security challenge. This problem is also exacerbated by 7-8th graders moving back and forth between John Mall and Peakview throughout the day.

The district has operated as a two school (PK-8 and 9-12) district for a very long time. Due to the natural FTE imbalance that occurs from having higher enrollment at the PK-8 school, the district shares 7-8th grade staff with the high school and has been doing this for a long time.

Proposed Solution:

After the Committee had a chance to reflect on the building condition, educational adequacy, the operational realities of sharing staff across grades 7-12th, and empowered by their Guiding Principles, it was concluded that John Mall had to be replaced to create a 21st Century secondary school. The Board of Education agreed with the Committee's recommendation and is planning to run a bond election in November to procure the matching funds.

The proposal to address all of the building deficiencies listed in the previous section, including the educational adequacy problems mentioned above consists in replacing the current school with a new school facility east of the existing structure. The new facility will be built following the CCAB Construction Guidelines and best practices for schools, it will include modern classroom technology and will help enhance the Career and Technical Education offerings for grades 7-12th, which was something very important to achieve the educational excellence the Huerfano Community envisions.

The proposed school will be 55,161 square feet. It would be approximately 8,000 square feet smaller than the existing John Mall High School footprint and would have the capacity to accommodate 7-8th grades.

In addition to the core curriculum, the new school will provide the appropriate space to enhance CTE instruction. Culinary, Construction, Agriculture, Auto and Welding shop areas will be collocated with the business classroom and research areas to create a business-focused suite.

In addition to this comprehensive school replacement project, the district is planning to address the most pressing facility deficiencies at Peakview School. The 4 classrooms currently occupied by 7-8th grades will allow the district to align Peakview with secondary school vocational instruction by providing project maker-labs in order to create spaces for hands-on learning for PK-6 students. These needed improvements will be funded separately from this BEST grant through the district's 2020 bond issue.

How Urgent is this Project?

The John Mall High School structural problems need to be corrected in a comprehensive manner as soon as it is financially feasible to do so. The health and safety risk to students and staff from a brick wall collapse is persistent. From site observations, the risk appears to be increasing every year as the building continues to shift, move and age. This is evidenced

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by the most recent repairs in 2018, where a large section of wall at the west wing had to be braced as it started to bow and show signs of catastrophic failure. This has been the largest repair in decades.

The Huerfano School District is not able to comprehensively address the building deficiencies at John Mall High School due to a limited bonding capacity. Too many of the district's limited financial resources are already allocated to these systemic deficiencies every year. The time to address this problem is now. The only way to make it happen is with the generous help of a BEST Grant.

If the project is not awarded, the district will continue to do whatever is necessary to safeguard students and staff. It will continue to address leaning and cracked walls as they have been doing for years, one at a time. While it is unknown when exactly a catastrophic failure may occur, it is now well known that the risk will always be present.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

N/A

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

Huerfano School District takes pride in the maintenance and upkeep of the learning environment. Despite the challenges an aging building presents, the district has demonstrated the ability to maintain a functional, and dignified learning environment for its students. This upkeep has been costly but necessary. Once the new school is built, the district expects the maintenance demands and expenses to decrease but is well aware of the responsibility a new school building represents. The District plans to continue the same high level of maintenance services in order to help maximize the life of the new school and to continue to support community pride. The district does not expect any changes in how it currently approaches maintenance.

The capital renewal budget commitment will be 1.5% of per pupil funding. During FY19-20 funding per pupil is \$9,415.63 - During this fiscal year the October count was 529 students so the capital renewal commitment would be approximately \$74,727.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The construction of John Mall High School was a rushed endeavor during the fall of 1975. It was built directly after the former High School, built during the 1920s, burned down over the summer. That school year, the Huerfano School District managed to place students and teachers in temporary classrooms throughout Walsenburg, while the new High School was planned and built in less than 12 months, funded with the proceeds of the district's insurance claim.

The new school was adequate as a school facility at the time, and provided, in record time, the much needed space for students to attend school. One year later, another building, now called the West Wing, was constructed to provide additional classroom space.

Some years after the construction of the main building and the West Wing, the buildings started to show signs of stress caused by structural movement. Steel plates and rods were installed in strategic places to avoid the collapse of the brick walls.

Following a comprehensive structural and architectural assessment of the building's condition in 2019, it was discovered that chronic structural movement due to poor drainage and expansive soil combined with the atypical way in which the building was constructed have both been the source of recurring health and safety issues for the students and teachers who attend and work in this structure. As the building moves, the roof and walls crack and the exterior walls lean in. This causes water infiltration and structural safety concerns that the district addresses as they manifest, one at a time.

The building was built quickly on an insurance claim budget. Given the current condition of the building, we can conclude that the required soil amendments and adequate site grading needed for this project were minimal or excluded from the effort. Additionally, the building was constructed in an unusual way, which sacrificed a continuous exterior wall system for the sake of the necessary speed at which the construction needed to take place. Together, these issues have caused recurring cracks,

BEST FY2020-21 GRANT APPLICATION SUMMARIES

leaks and leaning walls that continue to threaten the learning environment.

After 45 years of service that the building has provided, while also considering the multiple educational adequacy issues, the campus layout, and non-compliant code issues that the building presents, the Huerfano Community is ready to replace John Mall High School. The district hopes that with the help of CDE and the BEST program, this time, the High School will be built to last.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

John Mall High School presents many health and safety issues and system deficiencies. Structural movement is the main source of water intrusion through roofs and walls. Many roof leaks are chronic because of the difficulty to track down the source and wall cracks are simply sealed as they appear. Leaning walls have been traditionally dealt with by installing large washers with threaded rods welded back to metal studs.

Complete lack of insulation and a non-compliant HVAC systems have triggered many projects over the years to attempt to achieve student comfort. In 2004, the Rooftop Units were renewed and retrofitted to accommodate residential compressors and add cooling and in 2008 the school installed new boilers and Alerton controls. The district is aware of the lack of ventilation in classrooms but it is unable to address the issue due to cost and a maximized structural system that would be incapable to hold heavier units and ductwork.

Besides dealing with recurring roof leaks and wall cracks, in the last three years, capital investments have been focused on building safety and security. In 2016 the school security system and cameras were upgraded to a Honeywell system. The system now monitors all 19 doors and includes 26 cameras. In 2018 the district made targeted hardware investments to main doors for proper functionality and to reinforce security.

Last year, a large area on the Gym floor started to buckle. It was repaired through an insurance claim and it was found that there was an underground source of humidity. Without invasive exploratory work, it was impossible to determine where the water was coming from. The assessment team believes that due to the prevalent grading issues throughout the site there are indications of water infiltration that will continue to affect the perimeter structure and even make it to the interior of the building. While the financial impact to the district is minimized through insurance coverage, the impact to the educational environment will persist if the problem is not dealt with in a comprehensive manner.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district's interest to offer enhanced vocational instruction to secondary grade students comes with the need for specialized fixtures and equipment. In order to provide an adequate space for agriculture classes, the district is seeking a Farm To School Grant to build a state of the art greenhouse. This component will be integrated in the layout and design of the new campus once the old John Mall High School is removed from the site.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

An annual budget for capital outlay is calculated based on available funds from the General Fund. The prior fiscal year budget (2018-2019) was \$286 per pupil FTE or a total of \$150,000. This is budgeted district-wide and funds are available to any building for immediate needs.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The prior fiscal year (2018-2019) annualized utility costs were \$97,386. This high figure is in part due to the energy inefficiencies that currently prevail at John Mall. While it is difficult to accurately project future electrical, water and natural gas expenses in the new building, it is estimated that these expenses could come down approximately 25-30% once the new school is built.

Current Grant Request:	\$22,833,084.21	CDE Minimum Match %:	36
Current Applicant Match:	\$9,785,607.52	Actual Match % Provided:	30

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Current Project Request:	\$32,618,691.73	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	2020 Bond Election
Future Grant Requests:	\$0.00		
Total of All Phases:	\$32,618,691.73	Escalation %:	4
Affected Sq Ft:	55,998	Construction Contingency %:	3
Affected Pupils:	196	Owner Contingency %:	6
Cost Per Sq Ft:	\$582.50	Historical Register?	No
Soft Costs Per Sq Ft:	\$98.02	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$484.48	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$166,422	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	286	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	497	Bonded Debt Approved:	
Assessed Valuation:	\$93,278,979	Year(s) Bond Approved:	
PPAV:	\$187,684	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$2,137,050	Year(s) Bond Failed:	
Median Household Income:	\$35,519	Outstanding Bonded Debt:	\$1,870,000
Free Reduced Lunch %:	80.6	Total Bond Capacity:	\$18,655,796
Existing Bond Mill Levy:	4.657	Bond Capacity Remaining:	\$16,785,796
3yr Avg OMFAC/Pupil:	\$1,718.18		



BEST School District and BOCES Grant Waiver Application

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

A waiver of a portion of our match will allow us to continue to improve the educational environment for all students in our district. We are requesting a waiver to reduce our match from 36% to 30%, which is an amount that we think our taxpayers will support in a 2020 bond election. In addition to supporting the John Mall replacement, this bond will address the most pressing condition needs at Peakview and remodel in selective areas, to support program needs in alignment with the envisioned enhanced secondary program that is proposed in the BEST grant.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

There are three specific circumstances that prompted this waiver request.
(1) While our community is supportive of the School District, we need to be realistic about the impact of a tax increase. The Walsenburg area is still recovering from the Great Recession, and high poverty and high unemployment continue to be challenges in this part of the state.
(2) We have a high percentage of senior residents on fixed incomes in our community, who are disproportionately affected by increases in taxes. Over 31% of Huerfano residents are over 65, compared to the State average of 13%.
(3) Recently, the Hospital, Fire District and County passed bond issues to increase taxes, and there is a feeling in the community that a school bond election would be difficult to pass. Current Mill Levy amounts are:
Huerfano Re-1 = 32 Mills
Other: County, City, Fire, Police, Hospital = 43 Mills

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$187,684.06

Weighted Rank: 2.72% of 5% max

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

Applicant’s Median Household Income: \$35,519

Weighted Rank: .93% of 15% max

Agree. This is one of the reasons why passing a tax increase will be difficult, and why we are applying for a waiver.

C. 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.

Applicant's FRED Percent: 80.6%

Weighted Rank: 1.24% of 20% max

Agree. This is accurate and reflects the economic reality of the Walsenburg area.

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

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

The last bond election was in 2004, which helped to build Peakview. Huerfano Re-1 has been cautious about any tax increase request due to the economic environment that prevails in Walsenburg.

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

Applicant's Bond Mill Levy: 4.657

Weighted Rank: 11.57% of 20% max

Part of the reason for this relatively low Bond Mill Levy is a general resistance to tax increases in the Walsenburg area.

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

Applicant's Remaining Bond Capacity: \$16,785,796

Weighted Rank: 10.67% of 20% max

Although there is this capacity, initial community consultations indicate that our voters have a very low tolerance for more taxes. The District and community is considering the residential tax impact and other facility needs at Peakview School in this waiver request.

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

District's Unreserved General Fund: \$2,137,050

Weighted Rank: 9.10% of 20% max

Although this may seem to be high, the District has historically been fiscally responsible and prudent. Utilizing the fund balance for this capital project would put us in a deficit spending position and negatively impact educational opportunities.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

None

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The Master Plan process included participation and interaction with Walsenburg area economic development leaders, to inform the educational vision that would create synergies with community needs. In order to support enhanced CTE offerings consistent with the needs of the community, the District has applied for a Farm To School Grant to build a state-of-the-art greenhouse. This component will be an integral part of the project.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

30%

CDE Minimum Match Percentage:

36%

● **Facilities Impacted by this Grant Application** ●

Animas High School - Animas HS Replacement - Animas HS - 2013

District:	Auditor - Charter School Institute
School Name:	Animas HS
Address:	271 Twin Buttes Avenue
City:	Durango
Gross Area (SF):	24,600
Number of Buildings:	2
Replacement Value:	\$5,578,145
Condition Budget:	\$1,035,927
Total FCI:	0.19
Adequacy Index:	0.50



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$912,885	\$428,538	0.47
Equipment and Furnishings	\$96,702	\$0	0.00
Exterior Enclosure	\$750,820	\$0	0.00
Fire Protection	\$215,174	\$0	0.00
HVAC System	\$291,356	\$263,576	0.90
Interior Construction and Conveyance	\$743,331	\$311,954	0.42
Plumbing System	\$286,339	\$25,276	0.09
Site	\$665,673	\$6,585	0.01
Special Construction	\$1,338,342	\$0	0.00
Structure	\$277,522	\$0	0.00
Overall - Total	\$5,578,145	\$1,035,929	0.19

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Applicant Name: Animas High School

County: La Plata

Project Title: Animas HS Replacement

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: Animas High School has applied for the BEST grant three prior times (2009, 2015, and 2019). Each time our understanding has been that we were not awarded mainly because we did not have a match secured.

Project Type:

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: While the building will not be specifically designed for CTE programs, the integration of a makerspace/industrial lab, music studio, and digital media arts lab will enable us to integrate more CTE programs into our school. | | <input type="checkbox"/> Other: | |

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

Located in Durango, CO Animas High School opened in the fall of 2009 to offer rigorous, individualized college preparation based on the design principles of nationally acclaimed High Tech High. Animas is a public charter school serving 216 students in grades 9-12, chartered through the Colorado Charter School Institute. The vision 11 years ago, which continues to this day, was to create a small school that embodies educational leadership through innovative programs that raise the bar for public education. This is accomplished through preparing all students for college and postsecondary success by creating critical thinkers and engaged citizens through an innovative, student-centered, project-based curriculum.

When the school opened, options for a school location were limited and leasing space in a strip mall was the best option. As many charters do, the school converted this unconventional space into a home that, from the beginning, was riddled with safety and security issues. As a way of making light of the situation, holes and other imperfections in the inadequate facility were labeled with such signs as "ninja exit"; students and staff were encouraged to hide when the fire inspector came so as to not expose code violations and risk being shut down. In 2013, the City of Durango, Durango Fire Department and CDOT requested the school relocate to a more suitable site. That same year, Animas applied for a BEST grant for a permanent facility and to avoid another temporary location. The school secured land for a permanent site in the Twin Buttes development and settled into a second temporary home. The modular buildings were always intended to be temporary, and the time frame to vacate the current location is closing quickly. The school is now in a position where it must either find yet another temporary location or start building a new facility immediately.

In spite of the temporary location and less than ideal facilities, Animas is successfully fulfilling its mission. Over the last decade, Animas has become a well-established, respected educational choice in the southwest Colorado community. Though chartered through CSI, Animas has developed a collaborative relationship with Durango 9-R, even joining forces in a successful MLO in 2016 and moving forward with a joint 2020 bond measure, the state's first such collaboration between CSI schools and a local school district. Animas has partnered with 9-R on numerous initiatives such as the American Indians Measures of Success/COSI, a therapeutic day school, SW CTE Collaborative, and many more. As a community, we are now comfortable with talking about "fit" in schools, rather than seeing charters as a threat to traditional public schools. This was the dream of the school's founders and it has taken a tremendous amount of collaboration, humility and hard work to get here. Animas has been rated by CDE as a performance school every year of its existence. 100% of Animas students are accepted into a college and the college persistence rate is 88%, surpassing national averages. Animas is one of 8 schools across Colorado recognized

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with an ICAP award for our college and career program; in addition, our senior capstone project is held up as an exemplar by CDE. As the school has grown, the demographics have shifted. Animas' demographics mirror Durango High School's in most areas and serves a higher percentage of students with 504s and ALPs.

Building a new school will alleviate urgent safety and security concerns such as hazardous traffic conditions, danger to pedestrians, overcrowding, poor emergency services access, and lack of secure safe haven areas. Perhaps more importantly, the new facility will truly match the school's mission, vision and values, and will support effective delivery of innovative, rigorous, personalized secondary education to young adults in a building and campus that reflects the excellence of the school's teachers and programs.

Deficiencies Associated with this Project:

SCHOOL SITE CONSTRAINTS:

1. Animas High School is currently located on a temporary site that is severely constrained and 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.
2. The school is accessed by a highway that has no signalization, no reduced speed limit, no dedicated turn lane and no crosswalk signals or traffic signage acknowledging the school's presence.
3. The site is small in size and is further constrained by its topography and narrow configuration. There is no room on the site to help mitigate the safety and security concerns.
4. The main site does not have enough parking to accommodate students who drive to school and has no safe pedestrian access, which in the winter means students either walking on the icy road or trekking through deep snow on a trail in order to reach the school.
5. Access and circulation for student drop off/pick up is hazardous. Because of the layout of the lot and split modulars, parents drop their students off between the two modulars and circle around through the pedestrian zone to exit the lot, creating a hazard for students entering the buildings and an increased risk for pedestrian/vehicle accidents.
6. Access for emergency vehicles is inadequate and at times not possible.
7. There is no safe haven for security purposes.
8. On-site parking is insufficient and is supplemented by off-site parking 1/4 mile away. The off-site parking area does not have a hard surface. This off site student parking lot is also shared by the community on a regular basis. What this means is that truckers utilize the lot for overnight parking and wake up to a full lot of students, trail riders change next to their cars in order to be properly equipped for mountain biking, carpoolers meet and leave cars as this is the last parking lot out of town, and other such novelties that most high schools do not encounter. On a regular basis such items as used drug needles, beer and liquor containers, and other material have been found in the lot. The offsite lot also means students shuttling other students between the parking lot and school, which puts the school and students in a high risk situation.
9. There is no dedicated outdoor recreation space or areas suitable for outdoor/project-based learning.
10. The site is situated at the base of a valley with limited direct winter sunlight, which causes safety concerns. Among these are ice buildup in our parking lot and walkways. 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.
11. Because of the valley, cell phone coverage is inconsistent at best. While this seems like a 21st century inconvenience, with

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our land lines utilizing the internet instead of a traditional hardline we risk the potential of not being able to contact emergency services with the loss of power or any number of other unforeseen circumstances.

12. Due to the numerous and substantial site constraints, authorization to use the site as a school was limited to a 7 year lease by authorities and the developer. 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 2020. The school and Twin Buttes have negotiated a 3 year extension so that Animas will need to vacate by fall of 2023. As mentioned in our urgency section, the likelihood of Twin Buttes extending beyond the now 10 year agreement, is minimal. The site constraints/deficiencies highlighted above are further detailed in the following sections:

HEALTH

1. Rodent & pest issues:

1.A. Animas High School has addressed numerous rodent, pest, and wildlife issues at its current location. The school has gone on lock-out multiple times because of a bear being on campus. Skunks have been continuously persistent and problematic, often occupying the crawl space under the East building, leaving an aroma that is often mistaken for cannabis. Pest control experts have been unable to eliminate the problem. The school has an ongoing problem with mice. Due to the small "cafeteria" space at the school, students eat lunch throughout the buildings which further exacerbates the rodent problem. The nature of modular construction, with gaps in between buildings and gaps in door jambs, makes them more susceptible to rodent infestation. The concern with mice is the risk of hantavirus exposure which occurs in southwest Colorado, and has a high mortality rate

2. HVAC limitation

2.A. The current systems have a manufacturer's recommended 12 year life cycle. The school is currently more than halfway through that lifecycle, at 7 years. A total system overhaul is not only unwise and ineffective financial stewards of public money with modularity but would drastically affect spending on academic programs.

2.B. Because each modular is run on an individual loop, the overall air does not circulate. The modularity are oriented such that the two rooms sharing HVAC have northern and southern exposure respectively. In practice this means that one room may have a window open because it is too hot while the room across the hall will have a heater on because it is too cold.

2.C. HVAC does not cycle air at sufficient rates for specialty rooms including science rooms, the shop/makerspace, and studio art room. With only one window per classroom and insufficient ventilation teachers must either elect to expose students to high levels of undesirable fumes, have students work outside, or forego certain educational activities.

2.D. Currently restricted substances like chemistry supplies, paint and other solvents are stored in locked cabinets within classrooms instead of in designated storerooms with proper ventilation.

3. Restrooms

3.A. The bathrooms have become a source of disgust at the school. As noted, the modularity were always intended to be temporary, which meant that when the bathrooms were installed they were already not ideal. In total there are six toilets and three urinals in the male bathrooms, eight toilets in the female bathrooms and two additional single use bathrooms. These are equally split between the two buildings. On a regular basis students wait in line to use the toilets, making them late to class or forced to skip the bathroom entirely in order to get to class. This issue is compounded when one or more toilets are clogged which happens more frequently as the plumbing ages. The floor material over the years has been well kept, but is rapidly deteriorating with many urine stains and a permanent smell. The janitorial staff have hand scrubbed and striped the floors to no avail. Each bathroom also only has one ventilation fan, which at this point only makes loud noises without really circulating air. The ventilation system is set up in a way that it would not be cost effective to replace nor would this solve the problem of air circulation as it would only be one fan. Animas High has not had adequate funding to both pay the rent and upgrade the

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modulars, especially the bathrooms, that is needed for a school of this size. The school restrooms not only have an unappealing aesthetic but more importantly are unsanitary.

3.B. Our restrooms are not ADA compliant.

3.C. The restrooms were not designed for a school setting. When the doors are propped open to deter student behavior problems and substance abuse issues in the bathrooms, a potential liability issue in terms of privacy is created.

4. Power management

4A. The facility's power is not adequate for an educational setting and poses a significant health/safety concern. Students and staff have to plan educational activities and lunch needs based on wattage constraints with the current system. These workarounds inhibit learning by only allowing a limited number of electrical uses at any given time. When that limit is exceeded, which occurs frequently, lessons are interrupted until a tripped circuit breaker can be reset and electrical use coordinated. This happens on a regular enough basis that our staff and many students have become accustomed to resetting circuit breakers, which are located in unlocked boxes on the exterior of the buildings. The Animas curriculum has a technology focus. On a regular basis there are too many computers, projectors, lights, and other electricity dependent items in use at once, that a classroom circuit will trip. Again, students and staff know which circuit breakers are aligned with which classrooms and fix the problem so lessons can continue. The circuit breakers are unprotected because of the frequent need for them to be reset. This poses a serious health/safety concern for all occupants of the school. Students and staff resetting the circuit breakers creates risk for the school, however the need to reset circuit breakers on a regular basis necessitates those closest to the situation solve the problem.

SAFETY & SECURITY - There are numerous deficiencies with Safety and Security, including:

1. Inadequate Supervision of Parking Lot, Bus Stop and Path- Due to the limited number of parking spots at the school site, only 10 students' cars can park at the school at any given time. This means that 60 to 100 students park at the remote soft-surface lot. The school is separated from the remote lot by approximately a quarter mile and the intervening topography impedes all visibility. The path leading from the student parking lot to the school takes students on average 5-10 minutes to walk. While at the parking lot and anywhere on the path, students are not visible from the school. Animas does not have cameras or staff who are able to monitor the parking lot or path on a regular basis, therefore many student behavioral issues occur either in the lower parking lot or on the path. There is also concern that this path is next to a national forest and parallel to a wildlife corridor, which has caused some bear and other wildlife encounters in the past. Over the years students have also come in contact with community members camping next to or on our path because there is no indication that the trail leads to a school.

2. Transit Between Remote Parking Lot and School - Students who park in the remote soft-surface lot can only access the school by taking the intended route, walking along a soft-surface path below the road and adjacent to the creek, or by walking in traffic along a narrow road, which has no sidewalk and limited shoulders. Everyday a large percentage of students choose the road because it is more level and even than the path. Vehicles often stop to pick up students along the road, creating traffic hazards and exposing students to oncoming traffic when they walk around a vehicle to open a door. Depending upon the weather, the path may not even be usable. With any precipitation, the path is too muddy to walk, is too deep in snow, or is sheer ice, making the path impassable. Students then have no other choice than to walk on the road alongside cars. Safety is further compromised during the winter months when plowed snow piles up against guardrails and retaining walls further reducing the width of the road both for cars and students on foot. The school is within a new housing community, Twin Buttes. As the growth of Twin Buttes accelerates, the access road to the school is also being utilized for construction access. Thus there are construction vehicles, student vehicles, parent vehicles, and pedestrians all sharing a narrow two lane road without sidewalks.

Students often act as shuttle drivers for each other to and from the remote parking lot. There is concern that not all students have seat belts and drivers are distracted by having a large number of passengers, with some literally climbing out of trunks when they arrive at school.

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Winter Weather Hazards - The campus is situated in such a manner that there is minimal direct sunlight during the winter. This causes many safety concerns. The first is that a portion of the staff and visitor parking lot is prone to deep snow piles or ice that needs daily "ice melt." The minimal direct sunlight lengthens the time of snowmelt on the road and parking lots, extending unsafe winter conditions on the campus. Because students must regularly walk between buildings for classes, they are exposed to the risks posed by the ice multiple times a day. Students in wheelchairs or on crutches are at an elevated risk in this environment. Because of the tremendous amount of transit between the buildings, the front entrances become a hazard with the constant wet conditions throughout a wet day. Students without proper winter gear get overly cold or wet on the walk between buildings. Because the school utilizes 1-to-1 computing, vital educational technology is constantly at risk of getting wet in the walk between buildings. There have been several vehicle accidents in the school parking lot due to icy conditions. The slope of the school parking lot, with the lowest elevation receiving the least direct light, has resulted in upslope meltwater forming an icy build up on the shady downslope slide. Finally, the access road to campus is severely sloped and involves a sharp turn at the bottom and regularly ices over in storm events. Over the years this has caused numerous accidents with cars sliding into the guard rails as well as into the cars parked at the bottom of the ramp.

3. Drop-off/Pick-up Location -The paved drop-off/ pick-up area is immediately between the two buildings and conflicts with the highest traffic pedestrian area. Drivers must drive through the crosswalk twice as part of the drop-off loop. This area is also used as the outdoor learning lab/ recreation area, resulting in a congested area with risky vehicle/pedestrian conflicts when vehicles arrive during normal class time. Safety of pedestrians is further compromised by the presence of emergency vehicles, commercial delivery vehicles, etc who park in the middle of our dropoff. In the afternoon, parents line up in the parking lot so that it is impossible for emergency services to enter the facility from 3:15-3:40.

4. Proximity to Highway -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).

5. Two Building Campus - Two separate modular buildings limits the amount of security and monitoring that can happen as students move between buildings. A security door was installed at the entrance of each building prior to the 2018-2019 school year. Students have access cards to enter each building as they move between the two. In theory the doors are locked 24/7, however students frequently open the doors for others. Due to ice buildup beneath the access ramps, the doors remain open during the winter unless someone pulls them shut. When students do not report their lost keys on a timely basis, the general public has access to the school. To facilitate ease of student movement, the doors are unlocked for 30 minutes before and after school and during lunch. The convenience comes with an obvious security trade-off. Finally, there is no direct line of sight to each school entrance and only one entrance has a direct monitoring camera with "buzz-in" capability. This configuration also means that during a lock out or lockdown event, administration must walk between the buildings in order to ensure the safety of students and staff.

6. Lack of Safe Evacuation Routes -The site is flanked by an access road on top of a steeply sloped hill to the north, plus a 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 without being put in a vulnerable position. Students would need to walk a quarter mile in either direction to reach the school's emergency evacuation staging area.

7. Flood Risk -Given the close proximity of one of the modulars to Lightner Creek, the building foundation could be undermined in a severe flood event.

8. Exposed Electrical Panels -All electrical panels and utility meters are in full view on the building's exterior and are not secured. Students could accidentally hurt themselves by accessing them or building operations could be willfully disrupted.

9. Lack of Suitable Public Address System -There is no public address system within the building, making it impossible to alert

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the entire school of an emergency at one time. All rooms have a phone that can be used as an intercom, but its maximum volume is insufficient to be heard over background classroom noise. Additionally, there is no audio service to the common areas, several student work spaces, or the exterior of the building.

10. Segregation of Administration -School administrators are housed in one building, thus making the response time to the other building a barrier. When the phone system is not properly working, which happens more often than not, in the event of a student issue a teacher must either leave their class or send a student between buildings to seek help.

11. Access Road - The school does not have enough parking in either of its lots to accommodate parents and community members during school related on-campus events. These events are an integral part of the curriculum. Once the parking lots fill up, parents and visitors park along the access road. This essentially creates a one-way street with parents and students walking on the busy road as cars pass them. This poses a hazard for emergency vehicles to access the school.

12. Soft-Surface Remote Parking Lot - Because the remote student parking lot is not a hard surface with appropriate drainage, the ability to safely park varies dramatically with the weather. After significant precipitation events or during 'mud' season when the snow is melting, the parking lot becomes nearly unusable. Student vehicles have become stranded or have required unsafe rapid acceleration to escape the mud. Similarly, snowy and icy conditions are exacerbated by the soil surface because it is more difficult to remove snow. Finally, the lack of designated parking spots and traffic flow patterns increases the risk of accidents.

FIRE SAFETY

There are numerous deficiencies with Fire Safety, such as:

1. Durango Fire Protection District (DFPD) stated 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. There is not a designated emergency vehicle access lane/ loop which results in the lane being frequently blocked by cars in the pick-up queue.

3. Fire trucks that respond to an emergency do not have an adequate turn around so they are forced to backup on a sweeping curve up a steep hill to turn around. During winter months snow removal buildup further hinders site access.

4. The two buildings are not linked, therefore creating two separate fire alarm and suppression systems. In the event of a fire, both buildings should be evacuated. Currently the alarm in one building does not trigger the alarm in the second building.

EDUCATIONAL SUITABILITY

The school's current site and buildings limit curriculum delivery in several areas:

1. Animas High School is a project-based learning school, yet has no permanent exhibition space for its constant stream of exhibitions. Thus, most of the exhibitions are held off campus which minimizes the ability of students to truly transform a space for their needs. When the school is used for an exhibition space, it compromises other programming such as the need for a quiet study space. If the "commons" is used for exhibition space, lunch must be served either in the hallway, violating egress codes, or outside.

2. The school has no kitchen or regular eating space, thus the students are spread throughout the campus when eating lunch. Staff do not have a place to eat lunch without students nearby so they do not get a true break during the day. The dispersed eating exacerbates our rodent, pest, and bear issues with food particles strewn throughout the campus.

3. The lack of small group rooms and breakout spaces makes it difficult to effectively serve all students but especially special

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education students and other students needing quiet and individualized services.

4.The division between two modular buildings inhibits communication between 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 two 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.

5.There is a 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.

6.The lack of outdoor recreation space is not consistent with the school's mission, vision, and values. Because most PE classes occur off campus, the cost of transportation and partnering with local businesses creates a financial strain on the school. The school covers as much of the cost as possible, but often passes along those costs to families who can afford to pay. Though bus transportation is offered, students also drive themselves and/or their classmates to their PE classes. This is not the safest option and creates a huge liability risk.

7.The current modular classrooms do not meet state high-performance standards for daylighting, acoustics or HVAC efficiency, and it is not viable to do so. Fostering and advocating sustainability is a central tenet of the school's values. Animas High is not able to incorporate the existing facilities as a teaching tool in terms of sustainability. In addition, the lighting is so poor that teachers and staff have brought in personal lamps or filters for the fluorescent lights in order to foster a more productive learning environment. The acoustics of the modulares amplifies noise and teachers and staff close their doors which is counter to the culture of inclusivity, collaboration and transparency. It also means there are fewer eyes on students in the hallways. The ad hoc ways of getting water to the classrooms that need water (i.e. science and art) has created a constant battle with the DFPD about code enforcement. When the exterior doors slam shut, the building vibrates. This constant vibration is felt and heard by our front office staff since students and staff constantly move between the buildings. While any of these independently do not have a significant deleterious impact on the everyday education environment, together their compounded impact is enormous.

8.The close proximity of Highway 160 adversely affects the learning environment due to noise and even occasional vibration issues. When outside, unless two people are within a couple of feet, it is impossible to hear each other. In practice, it also prevents the classrooms with southern exposure (closest to the highway) from opening their windows compounding HVAC issues previously highlighted.

The construction type for the existing science classrooms does not meet minimum standards as per the determination of the DFPD. There is a lack of water, gas and electrical supply. Equally importantly, there is a lack of safety equipment including fume hoods and safety showers and our current buildings cannot be modified to include these features. Thus, students are transported several miles away to Fort Lewis College for some science labs or small scale labs are done on campus with the knowledge that we are not equipped to handle such labs safely. Bussing of students presents a myriad of logistical, safety, security, and other issues.

9.The lack of dedicated and properly ventilated shop and art room spaces limits the number of students who can safely work on projects at a given time. Currently the shop has an aftermarket dust suppression system manufactured by students using a shop-vac. These facility limitations compel students to work outside, which as addressed previously, there is limited space for. When power tools are being used in our shop, the door must be closed so as to not disrupt the entire building with no way of monitoring students who are utilizing this resource because of the closed door.

10.The lack of properly designed and equipped spaces for music, specifically with acoustical separation, results in music classes disrupting other classes in nearby classrooms. The lack of a special designated music space also creates issues with secure storage of equipment and forces the music classes to use a portion of every period setting up and breaking down equipment. It also means that instruments and other material in the music room that are not locked down potentially end up damaged or stolen.

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11. As part of our curriculum, our students construct many products. Whether this is an art piece, an engineered structure, or other various products our belief is that students create a more professional product when that product will be exhibited publicly and when they can see exemplars from past students. However, our current space does not allow for the display of most of our student work, thus hampering a central tenet of project-based learning: public displays of student work. Additionally, making display-worthy work requires students have the space to modify their creations and our current facility is very limited on storage and construction space, limiting students physical and temporal work windows.

12. As noted in CDE guidelines, Expeditionary Learning style schools, which our project-based model most closely resembles, require more space than traditional schools. Our current classrooms and space are too small to provide the various types of learning environments needed to properly carry out project-based learning.

13. 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.

CROWDING

1. At 24,490 gross square feet, the 2 modular buildings' combined area provides approximately 113 square feet per student, which is limiting for a high school facility. The current building accommodates 20 classrooms for 216 students. Although the classroom sizes are varied and adequate for the current enrollment, they are still roughly half the size recommended by CDE for an expeditionary learning type school. While classroom sizes are mostly adequate, our current classrooms are too small for science and industrial science classes. There is limited outdoor space for recreation or for project construction or storage. CDE recommends a 1:1 parking ratio for staff and a 1:3 ratio for students. Under these requirements, the school would currently need approximately 99 parking spaces. The current site provides 40 on-site parking spaces plus approximately 60-100 remote-lot spaces (unmarked). The current offsite parking requires students to walk a path that depending upon weather might be impassable (i.e. too muddy, too much snow, or too much ice), which means that students walk along a hilly and high-traffic access road without sidewalks.

2. There is absolutely no room for expansion on the site. The current building provides only 113 square feet per high school student, which is well below the 200 square feet per student that CDE recommends for Expeditionary Learning type environments.

Proposed Solution to Address the Deficiencies Stated Above:

SCHOOL SITE CONSTRAINTS

1. The proposed permanent site will be located on the campus of Fort Lewis College. The permanent site was selected for a number of reasons. First, it showcases the type of collaboration that is essential for rural public organizations to exist. Second, through this collaboration Fort Lewis College, Durango 9-R, and Animas are maximizing limited resources to benefit students, our community, and the three organizations. Third, Fort Lewis College is a public institution, which means we are able to sign a no-cost lease for the land that outlasts the life of a building, thus forgoing the cost of acquiring land. Fourth, Fort Lewis College is centrally located with access to public transportation (neither of which are true for our current location). Finally, Fort Lewis College has many of the amenities (i.e. library, gymnasium, theater, etc.) that are traditionally necessary in a high school thus eliminating the need to include them in a new building.

2. The proposed site is located on a larger plot of land with adequate room for on site parking, safe pedestrian access, improved capacity for non-emergency and emergency vehicle access and circulation, adequate space to support on-site experiential learning and space for outdoor recreation. A lease for the permanent site, roughly 11 acres with 3-4 acres set aside for Animas, has been approved by the Fort Lewis College board of trustees that will outlast the life of the building. The Fort Lewis College site has numerous amenities and services that will be easily accessible and available for use to Animas High School including: park and open space, trails, community garden, recreation center, transportation department, public transportation access, theater, library, state of the art laboratories, concurrent enrollment access, IT support, janitorial and maintenance, food services, and much more. These features make it possible for Animas not to need to include a gym, large green space, and other amenities, which will save money and space. Because of the central location of the campus, students will be able to walk, bike, or take public transportation to school, all of which are not currently possible. The proposed new

BEST FY2020-21 GRANT APPLICATION SUMMARIES

site would ultimately help foster our mission of preparing all students for college and postsecondary success by literally being on a college campus. Because of Pueblo Community College's location within Durango high school, our community has already experienced and moved past the potential barriers to having college and high school students coexist on a single campus. In addition, the new location enables us to foster a closer relationship with the Fort Lewis College School of Education and other departments within the college. The school site will have multiple ways of getting to the school since Fort Lewis College has more than one route to its campus. The site will also have sidewalks that connect to the rest of the college and town and many trails as well. In terms of emergency services, we will be within the DFPD's requirements. The school site is located on a flat point at the edge of the college, allowing for ample sunlight thus reducing the difficulty addressing winter conditions. Thoughtful design of the building and parking lot will further reduce challenges dealing with winter weather. Finally, the new location allows the school to meet much of its electricity needs through solar photovoltaic.

HEALTH

1. Rodent & pest issues

1.A. The construction of the permanent facility will eliminate most pest issues and radically reduce undesirable wildlife encounters. A permanent facility without an easily accessible crawl space will eliminate skunk issues. Mouse infestation will be virtually eliminated by a tighter building envelope that comes from a permanent foundation and better construction. Moving the school site away from the creek onto a flat, hilltop will reduce bear encounters by moving out of the wildlife corridor.

2. HVAC limitations

2.A. HVAC system will be designed to provide optimal climate control in all seasons, adequate air exchange for all spaces including special spaces like the shop, art rooms, science lab spaces and chemical storage spaces. Additionally, the HVAC system will be more energy efficient through centralized distribution and control systems.

3. Restrooms

3.A. The number of bathrooms in the new building will be based on a possible occupancy of 250 students and they will be distributed throughout the school. Bathrooms will be constructed with more durable and easily cleaned surfaces. All necessary sanitary equipment will be integrated.

3.B. Each floor will have a ADA accessible bathrooms.

3.C. Restrooms will be designed to allow for needed privacy while maintaining an openness that discourages congregation and substance use.

4. Power management:

4.A. There will be more electrical outlets throughout the school and they will be located to minimize the need for extension cords and power strips. The electrical system will be appropriately designed and constructed to meet or exceed anticipated demand and allow for future growth in electrical demand. Circuit breakers will not be located in an area where students or the public can access them.

SAFETY & SECURITY

1. In the new site we will have parking within line of site of our administration and multiple classrooms. This means that we will be able to constantly monitor the student parking through onsite visual monitoring or a camera system. Our exterior facing windows will have glazing and protective film. This will enable natural light into the classrooms while making it difficult to see into the classrooms from the exterior. The protective film will enable a deeper connection to nature while also providing a level of protection.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- 2.The close proximity of the parking lot will allow students to easily walk from their cars to the building, thus alleviating the need to walk a sometimes impassable path or dangerous street.
- 3.The new site will be situated in a manner that receives optimal sunlight, as it is at the top of a hill, eliminating the snow and ice buildup in the parking lots or sidewalks.
- 4.The pick-up/drop off lane will be one-way, have increased visibility and signage to minimize potential pedestrian and traffic conflicts. There will be a separation between dropoff/pick up and emergency access, thus allowing simultaneously for a pick-up queue and emergency vehicle access. Additionally, we will have dedicated outdoor learning spaces and recreation spaces that are separated from the parking lot and driveway as well as access to the numerous open spaces on campus.
- 5.The site location is situated away from the busy highway as well as tucked away from the normal traffic of the college.
- 6.Through the creation of our new building we will no longer have two separate buildings that cause students to walk between them, eliminating traffic pedestrian conflicts and the safety hazards that come with traversing an open space in inclement weather conditions. The main entry will be secured by a vestibule leading through the administrative suite, and the remaining entries will be secured during the day. This single secured entrance eliminates the need for student access cards which virtually eliminates the risk of lost or stolen access cards allowing unsanctioned building entry. 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, secured and segregated utilities, and an electronic visitor check-in system. A single building will allow administration to be more responsive to student emergencies. We will also have more glass interior windows providing more visibility of student interactions.
- 7.The site will be located on a college campus that allows multiple ways of evacuating in case of an active shooter. The parking lot situation will enable emergency services to quickly access the school as well as shut off access to the site.
- 8.The new site is not in a floodplain and the foundation will be secure as compared to the modular site.
- 9.The parking lot is designed to provide 159 spots and it will be a hard surface lot. This eliminates all of the safety concerns associated with driving in the variable conditions of a soft-surface lot. The adequate number of parking spots will alleviate or eliminate the safety concerns associated with inadequate parking and the resulting parking in unapproved locations for the frequent on-campus parent and community events.

FIRE SAFETY

- 1.The new facility will enable Animas adequate outdoor space to evacuate all students from the building and at the same time provide emergency vehicle access.
- 2.The new facility will have designated emergency vehicle access.
- 3.The new facility will have ample space for students to evacuate and allow emergency access to our facility.
- 4.The new facility will have a fire lane that will reach with a full turn loop for fire apparatus, providing adequate coverage with hose lengths to satisfy Durango Fire & Rescue requirements.
- 5.The site will provide adequate outdoor space to allow for recreation, project work, and school evacuation without impeding access by emergency vehicles. 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 and evacuation safety. There will be a single fire alarm and suppression system.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

6.Special spaces like science labs, maker spaces, music room, art rooms etc. will include appropriate fire safety equipment and be served by appropriate ventilation to reduce risks of fire.

7.There will be more egress exits in the event of an evacuation and many main-level classrooms will have evacuation doors reducing congestion in hallways and thus reducing evacuation times.

EDUCATIONAL SUITABILITY

1.The new 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 250 students, which is in alignment with our current enrollment as well as the projected high school population over the next decade, according to the demographics that Durango 9-R has received as part of their recent master plan. The building will total 40,500 gross square feet with 18 classrooms housing humanities, science, math, foreign language, and art. There are 4 shared rooms which house maker spaces, laboratories, and music. In addition to formal teaching areas, breakout spaces varying in size have been located throughout the building which provide opportunities for collaboration as well as access to educational resources typically found within a library. The large multi-use commons area will serve as the school's dining hall and auditorium. These multi-use spaces combined with the opportunities being provided by Fort Lewis College allow for a reduction in building area while still creating a fully programmed high school. Our goal is to also create flexible classroom spaces throughout the building with the use of flexible walls. These walls will enable classes to literally remove barriers to collaboration as well as create larger spaces. The flexibility will also enable us to create permanent or semi-permanent installations of student work.

2.The commons area will be designed and furnished to accommodate all students for lunch reducing the supervision, cleaning and pest issues that come with dispersed eating. The adjacent warming kitchen will make distributing student lunches more efficient and reduce congestion during lunch.

3.The new school will have numerous small group rooms and breakout spaces of varied size, privacy and design intentionally distributed throughout the school to accommodate a variety of learners and instructional activities.

4.The commons area within the new facility is intended to allow us to live our mission and values and further integrate with the community. All of the classroom wings can be secured after hours which will allow the commons area to be open to community organizations for a broad range of after school events. This commons space is the connector between the students, staff, community and natural world.

5.The new school will meet the requirements of the High Performance Certification Program, providing a new, easy-to-maintain, energy efficient, low-cost facility with a life expectancy of 50 years or more. The facility will embody our sustainability values; minimizing environmental impacts, integrating with the natural surroundings and, most importantly, providing a physical environment conducive to learning. The new facility will be an example of innovative, learner-centered school design and serve as a model for future local school buildings. New classrooms will have plenty of daylight, sufficient acoustical separation, beneficial indoor air quality and ease of access to the outdoor learning environment. Classrooms will also include instructional technology and flexible furniture to encourage movement and facilitate diverse learning modalities. The new facility will be fully ADA accessible.

6.The design of the new building will dramatically enhance our educational programming because its layout and construction will be aligned with our values. The ample interior windows will further our belief in transparency and collaboration. Classroom activities will always be on public display, which passively invites onlookers into the classroom and encourages all teachers and students to "elevate" their work. This transparency also means that many eyes are on students or visitors who are in the hallway, thus increasing the accountability and safety within our facility. The taller ceilings and integrated curation elements will provide more opportunities for our students to display their projects. The display of remarkable student projects increases the quality of future student work because it serves as an exemplar and a benchmark to meet and exceed. Additionally, we intend to celebrate our sustainability and connection to the natural world by showcasing aspects of our resource use (energy, carbon emissions etc.) in real time through solar PV monitoring systems.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

7. Our design includes significantly more storage space both for teaching supplies and for student projects. The universal shop has a large storage space for raw materials and student projects. An essential element for project-based learning is to give students a place to securely store their work so that they have ample time to refine projects and so they are not constantly transporting projects between home and school.

8. The school design includes an increased outdoor space for project work; this workspace is in a no-traffic environment away from a wildlife corridor. The location of the universal shop on the main level and with a large garage door opening, allows oversized materials and projects to move easily in and out of the school. These design elements will promote larger scale building projects and support current student endeavors like the solar car team, rocketry team, robotics team and others.

9. Flexibility and adaptability are key design principles in the new school. Several of the walls between classrooms will be movable, allowing us to bring classes or grade levels together for integrated lessons or assemblies, or create exhibition spaces. The school will be equipped with a variety of robustly designed and constructed pieces of flexible furniture. This furniture will be selected to promote student movement, which is linked to positive educational outcomes, and to allow for restructuring classrooms to meet the needs of educational activities. The combination of flexible spaces and furniture is to effectively 'create' more space and to allow the 40,500 SF to be utilized more effectively. Additionally, it will provide adaptability into the future as the needs of an educational environment change in potentially unforecastable ways.

10. Housing all staff and students in a single building with intentionally-designed, shared spaces like the commons, breakout spaces, outdoor workspaces and shared teacher offices will promote a culture of collaboration, which is a key tenet in the school's mission.

11. The new building site will fully carry out our mission of providing an environment that prepares students for college and postsecondary success. There will be minimal traffic noise and vibrations from traffic will be nonexistent due to not being located near a highway.

12. The science lab, universal shop and studio art room will be equipped with necessary power, gas and water supply lines and ample storage for tools, equipment, supplies, etc. Proper safety equipment including fume hoods, safety showers, eye wash stations, emergency gas shut-offs, dust suppression and ventilation will be integrated into the design of each of these rooms as needed. The design and equipping of these spaces will allow for more frequent and varied hands-on learning experiences in each of these content areas and will facilitate a broader scope of project-based work across all disciplines.

13. The music room will be designed for optimal internal acoustics and for acoustical separation from adjacent spaces through materials and room shape. Additionally, the music room will allow for the secure storage of instruments and allow the music equipment like drum sets and speakers to remain set-up in between classes effectively increasing the amount of class time.

CROWDING

1. The proposed permanent facility would improve the square feet per student ratio from 113 square feet per high school student to a more reasonable 188 square feet per high school student at our current enrollment, more comparable to a typical school facility, yet not as generous as many.

2. The new site and building will provide ample secure exterior breakout spaces due to the building's orientation with the topography. 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. In addition, it will provide sufficient parking for after-school events that are critical to our model such as student-led conferences and exhibitions of student work, which are open to the public.

3. A new permanent campus will allow us to attract and retain a slightly larger student body. This in turn will allow AHS to maintain educational and fiscal stability to ensure AHS is a continued part of the educational community in Durango. This benefits the entire Durango community because it provides continuity of education for our students and it prevents a significant disruption to Durango High School which would not be able to accommodate an instantaneous increase in

BEST FY2020-21 GRANT APPLICATION SUMMARIES

enrollment of 200+ students.

4. We have included all necessary classrooms and support spaces to support 250 students without any of the challenges that accompanied our previous larger student population in a facility that was only 59% of the size of the proposed facility.

5. Durango has grown by 9.5% from 2010-2017 and this growth is projected to continue. However, the recent projected demographic analysis completed through Durango 9-R's master plan indicates that the high school population over the next decade will remain stable or increase only slightly. While the overall population of Durango is projected to increase, the school age population will remain roughly the same. This supports maintaining a small school of 250 students, ensuring that Durango 9-R will not need to build a second high school to absorb our students as well as the slight increase of future students.

6. The proposed site has room for future expansion.

How Urgent is this Project?

It should be noted that Animas High School is doing its due diligence to maintain our current facility. However, as our facility assessment will demonstrate, our current facility is not adequate and in many cases exposes students, staff, and parents to high degrees of risk. We will not be able to mitigate any of these deficiencies in our current location. In most cases, the risks will only increase as others continue to pop up. Some of the most urgent concerns include:

1. The termination of the lease with Twin Buttes. While we have been able to negotiate an extension to the original seven year lease, it is unlikely that the developer will further extend the lease beyond the three years in this secondary agreement because it would be more profitable to them to end our lease in order to commercially develop the three properties that we currently are utilizing. The main reasons include the fact that the Twin Buttes development has set up a metro district that requires taxes to help pay off debt acquired to create the development. As a tax exempt organization, our current location on three premium commercial lots is hampering their overall financial health.

2. Traffic and/or pedestrian accidents. Between all of the compounding factors such as snow and ice build up on the road and parking lot, narrowness of the road, proximity to highway, student drivers merging onto a major highway, crumbling shoulder on the access road, trail deterioration, students on road, construction traffic, and increased traffic from the Twin Buttes development it really is a matter of time before we have an accident involving cars and pedestrians.

3. As mentioned in multiple sections, the two building modular set up creates an enormous risk every day. The longer we stay in this setup the more likely that something catastrophic will happen to a student, employee, or community member while on our campus.

4. While it is true that there is another high school in town, which is not the case for a lot of applicants, the reality is that Durango High School would not be able to accommodate an influx of 200+ students as well as future growth, thus necessitating the need to build another comprehensive high school since there is no room on their current campus to expand. Through the recently completed master plan, the district does not have the capacity to build another comprehensive high school and take care of all of the other capital projects needed. If we were to close because of our lease expiring, our building becoming unsafe, or a host of other events, Durango 9-R does not have the ability to serve all students in a safe, effective, uncrowded manner.

5. The current proposed collaboration between Fort Lewis College, Durango 9-R, and Animas High School is unprecedented in our state and nation. We are all partnering to utilize the limited resources that public entities have in rural Colorado in order to best serve the young people in our community. All three organizations are governed by boards and leaders that are required to move past stalled projects in order to best serve their organizations. The time to take advantage of this innovative collaboration is now.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Currently Animas High School maintains our buildings through external contractors. We employ a part-time janitor through Durango 9-R and contract with local services for any plumbing, electrical, or carpentry repairs. With the permanent site being located on Fort Lewis College's campus, we would be able to utilize the college's personnel for services. This arrangement will be cheaper than contracting locally, thus decreasing our everyday maintenance costs. We will be able to devote additional funds to maintenance as we will either be debt-free or have a decreased debt load due to the use of a USDA loan or other financing options that are cheaper than our current costs. In terms of hard numbers this would equate to setting aside roughly 2% of our annual budget for a capital renewal fund. We currently spend 11.6% of our budget on our mortgage and upkeep. With this cost eliminated or decreased because of new construction, we will be able to devote 9% to upkeep and the remaining 2.5% to our capital renewal fund.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Animas High School was founded 11 years ago and began operating in a strip mall located on the north end of Main Avenue in Durango, Colorado. Each year the school grew by a grade level and progressively expanded into the entire strip mall. As the student population grew, the facility became too small and the school was asked to vacate the location by the City of Durango and the Durango Fire Protection District. Animas High School applied for a BEST grant in 2013 (as well as 2015 and 2019) at the end of a Master Planning process and was not successful. The school's current campus is in a temporary location in modular classrooms until funding is secured for a permanent facility. Animas High School is in the seventh year of a seven year lease agreement that has been renegotiated for a three year extension.

This current campus is roughly 24,000 square feet in two buildings that are each made up of 7 modulares. The modulares were new at the time of purchase. Within these two buildings are 20 classrooms, a commons area which is approximately the size of three classrooms, special education space, and administration spaces. There are 2 sets of bathrooms, 54 parking spaces on site, a remote soft-surface parking lot with an additional 80 spaces and a soft-surface 0.25 mile long trail connecting the remote parking lot and bus drop-off location within the campus. Currently the school does not have science lab space, properly designed and equipped art, shop and music spaces, flexible breakout educational spaces, or many other amenities typically found in a high school. The building is surrounded by steep hills and a highway/creek on another side. The site is a boxed-in valley that rarely gets sunlight during the winter. The school had to fund infrastructure improvements such as an intersection to a widely used highway. The lease on the modulares, along with the highway improvements, has saddled the school with debt. Nearly 15% of the school's budget is facility expenses, leaving very little for items that directly serve students.

This current campus is roughly 24,000 square feet in two buildings that are each made up of 7 modulares. The modulares were new at the time of purchase. Within these two buildings are 20 classrooms, a commons area which is approximately the size of three classrooms, special education space, and administration spaces. There are 2 sets of bathrooms, 54 parking spaces on site, a remote soft-surface parking lot with an additional 80 spaces and a soft-surface 0.25 mile long trail connecting the remote parking lot and bus drop-off location within the campus. Currently the school does not have science lab space, properly designed and equipped art, shop and music spaces, flexible breakout educational spaces, or many other amenities typically found in a high school. The building is surrounded by steep hills and a highway/creek on another side. The site is a boxed-in valley that rarely gets sunlight during the winter. The school had to fund infrastructure improvements such as an intersection to a widely used highway. The lease on the modulares, along with the highway improvements, has saddled the school with debt. Nearly 15% of the school's budget is facility expenses, leaving very little for items that directly serve students.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The initial significant capital improvements took place 7 years ago when the school moved to the current location, amounting to \$3,010,020.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Over the last 7 years the school has maintained the modulars, addressing typical repairs and repairs unique to modular construction.

In addition to annual maintenance, the school spent approximately \$20,000 in the 2018-2019 school year for upgrades to create a controlled access system and install additional cameras throughout the two buildings. Despite these significant safety improvements, the nature of a split campus still seriously inhibits the school's ability to control access and ensure student safety.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Animas High School has partnered with the local school district (Durango 9-R) on a mill levy override in 2016 that has helped to solidify our operational budget. We are currently completing the process with USDA and BB&T capital to help fund either the match or total project since we will need to be in a permanent site regardless of the BEST decision. Animas High School has also been in talks with First Southwest Bank in regards to potential funding should we receive the BEST grant. Animas is confident that between these three community funding sources, a successful Bond passage, capital campaign, and BEST grant we will be able to move into a permanent facility.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Animas currently spends 11.65% of our budget on our building mortgage, utilities, and maintenance. With Animas moving into a new building, either without debt or with a drastically reduced debt load, we would be able to utilize most if not all of these funds. In addition, utilizing services through Fort Lewis College (i.e. maintenance, janitorial, IT, etc.) will enable us to decrease labor costs. Through these cost savings, Animas will be able to devote roughly 9% of our annual budget towards maintenance and upkeep, setting aside the remaining 2.5% for a capital renewal fund.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$13,739,223.50	CDE Minimum Match %:	24
Current Applicant Match:	\$4,338,702.16	Actual Match % Provided:	24
Current Project Request:	\$18,077,925.66	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Animas High School will enter into an MOU with Durango 9-R to utilize proceeds from a November 2020 bond measure that will be put to voters. Current polling shows a very favorable outcome since the district can raise \$90 million without increasing taxes and an addition \$20-\$30 million with a minimal tax increase. We also have several secondary options including financing through BB&T Capital as well as a potential USDA loan that would encompass our match and current loan at a lower monthly payment. Lastly we intend to start a capital campaign to help offset our current loan so that we can enter into a new building debt free.
Total of All Phases:	\$18,077,925.66	Escalation %:	3
Affected Sq Ft:	40,500	Construction Contingency %:	5
Affected Pupils:	208	Owner Contingency %:	5
Cost Per Sq Ft:	\$446.37	Historical Register?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Soft Costs Per Sq Ft:	\$67.82	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$378.55	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$86,913	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	195	Who owns the Facility?	OtherFacilities

If owned by a third party, explanation of ownership:

Animas High School Building Corporation

If match is financed, explanation of financing terms:

N/A

Financial Data (Charter Applicants)

Authorizer Min Match %:	25	CEFCA or financing attempts:	0
< 10% district bond capacity?	N/A	Enrollment as % of district:	N/A
Authorizer Bond Attempts:	N/A	Free Reduced Lunch %	26
Authorizer MLO Attempts:	N/A	% of PPR on Facilities:	13.4
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	8
3yr Avg OMFAC/Pupil:	\$1,589.79	FY19-20 CSCC Allocation:	\$58,086.08

Who will facility revert to if school ceases to exist?

The current facility that Animas High School is occupying will be sold. We are in talks with the developer for various options including but not limited to: converting the modulars into office space and sold at market rate (thus paying off the mortgage), selling the modulars to local schools, or putting the modulars on the open market for sale.



Dan Snowberger
Superintendent of Schools

February 21, 2020

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 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 operating out of a modular, temporary campus has been nothing short of amazing. The model offered at Animas High School provides one more choice for students in Durango and fits well with our strong community desire for educational choice in our community. We are fortunate to have them as partners in Durango. The district remains interested in supporting Animas with funding support through a future bond initiative to ensure its successful completion of a building.

Animas High has done its due diligence in planning and has acted to find 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 enable the small community of Durango to offer its students a quality education in a safe and suitable building. We are excited to have Animas as a partner in serving our students within the Durango Community.

I urge your support of Animas High's proposal. Please do not hesitate to contact me should I be able to provide further information. Thank you for your consideration.

Sincerely,

Dan Snowberger
Superintendent

Representative Barbara McLachlan
200 East Colfax Avenue
Room 307
Denver, CO 80203

February 12, 2020

Dear BEST Committee:

I am so proud to represent La Plata County schools in Denver, including the excellent students, teachers, and staff of Animas High School. As a former teacher at Durango High, I have watched this neighboring school grow, move to larger spaces, grow, and move to larger spaces again.

During all the moves, the students have continued to succeed, bringing project-based learning into the educational conversation, where it never was before. The school offers a positive alternative for high school students in Durango, and will continue to do so.

They are so deserving of a BEST grant to continue the academic success they have nurtured for the past decade.

I am very familiar with the Animas High's needs. The current charter school has two modular units, and though they are decorated and furnished, they are not conducive to the large-project learning the students enjoy. The students and staff need a permanent and safe space where they can thrive. Their current site provides unnecessary risk, whereas the new one has been designed to both provide safe spaces to learn and ample space to park away from the highway.

Animas High has been growing into becoming the epitome of a prominent 21st Century school, and a new building with thoughtfully crafted classrooms, flexibility, and functional design gives them the opportunity to do even more.

School District 9R and Animas High have developed a positive relationship as they support each other's endeavors. Animas students are involved in the community and Durango High hope BEST sees the value in investing in Durango's vibrant educational system.

Very sincerely,

Barbara McLachlan
Chair, House Education Committee

Office of the Superintendent
Durango School District 9-R • 201 E 12th Street • Durango, CO 81301 • (970) 247-5411 • Fax (970) 247-9681



The management team from the Twin Buttes development worked with the City of Durango, the Durango 9R School District and the AHS Board to set aside a safe and appropriate area for AHS within the development. A lot adjacent to the AHS site was also set aside for a new elementary school. With the AHS and elementary school lots anchoring the area, a unique neighborhood with mixed-use commercial, residential and institutional areas will emerge.

For all these reasons the City is very supportive of Animas High School relocating its campus to a better, safer, and more suitable property for a high school.

Should you have any questions or comments, please call me at 375-7315.

Kevin Hall, Assistant City Manager

C: Durango Interim City Manager Amber Blake
Scott Shine, Planning Manager
Mark Williams, Planner II
Project File

February 12, 2020

Capital Construction Assistance Board
Division of Public School Capital Construction Assistance
1580 Logan Street, Suite 310
Denver, CO 80203

RE: Animas High School in Twin Buttes, Durango

To Whom It May Concern,

The City of Durango would like to express its support for Animas High School's (AHS) BEST grant application. This grant would allow AHS to move from its temporary location to a better and more permanent spot. Although Animas High School has now been at its current location for several years, the location was never intended to be permanent. The City has had numerous and major concerns with the AHS site ever since the school moved there. These concerns include the location itself, close to one of Durango's busiest highways, the student drop off logistics, and parking, as explained in more detail below.

1. The School is located along State Highway 160, one of the busier stretches of highway in La Plata County. This is an area where speed limits change, creating greater propensity for accidents and traffic congestion.
2. There is currently no safe access to outdoor recreation areas for the students. The site is significantly constrained by the highway, the creek, steep slopes, and construction traffic on its primary access/connector road.
3. Most parking is located at a remote parking lot, forcing staff, students and parents to walk along a connector road that does not have sidewalks.
4. The modular classroom buildings are located 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.



Durango Fire Protection District • Fire Prevention Bureau

142 Sheppard Drive • Durango, Colorado 81303 • 970/382-6000 • Fax 970/382-6028

January 28, 2019

Sean Woytek
Head of School Animas High School
271 Twin Buttes Avenue
Durango, Colorado 81301
Sean.woytek@animashighschool.com
970-247-2474

Dear Mr. Woytek,

Durango Fire Protection District is pleased to provide a letter of support for Animas High School to construct a new school. We support the construction of a new facility for the following reasons:

1. The existing school is located along a busy stretch of Highway 160.
2. The site is a sub-standard parking lot at the existing school with overflow parking at a site that requires students to walk along a sub-standard street with no sidewalk.
3. There are no evacuation sites close to the existing facility.
4. The existing facility has limited capability for science labs and/or chemical storage.
5. The existing structures are pre-fabricated modular units that were intended to last 5 years in 2012.
6. Emergency Response to the existing site is sub-standard due to access constraints, site design and topography.

Durango Fire Protection District performs annual fire inspections on the existing facilities. We continually discuss the fact that the buildings are failing to meet the needs of the students from a safety stand point. The Animas High School administration has provided a preliminary site plan for the proposed new facility. We have made comment on the preliminary site plan to ensure adequate access to the site and will review the construction documents for fire code compliance.

We are supportive of the construction of a new facility, constructed under current codes and designed to support the community for a significant length of time. Should you have any questions or concerns, please call me at (970)382-6023

Respectfully,

Karola J. Hanks
Fire Marshal DFPD



April 6, 2020

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 Board of Directors:

I am writing in support of Animas High School's desire to locate a permanent, 21st century, safe location on the Fort Lewis College campus. Animas provides a quality educational option for the Durango community and is a great partner in many ways with Fort Lewis College. With the addition of Animas on the college campus, together we will provide a unique model of collaboration between the K-12 and higher education worlds; ultimately leveraging limited state resources and providing a road map for other educational institutions to emulate.

Animas' success over the last 11 years has shown their long-term viability as an institution of choice within the Durango community. A new permanent facility located on our college campus will only strengthen their status within the Four Corners region. Fort Lewis College is fortunate to have partnered with Animas High School and Durango 9-R to bring this innovative educational approach to our community. It is our hope that this unique partnership will open other doors across our community and the State of Colorado for creative solutions to pressing public needs. With an innovative high school on our campus, we will be positioned to develop a lab type school for our school of education, as well as partner on other mutually beneficial endeavors resulting from the proximity of the two institutions. We would share resources with Animas that a standalone charter school would normally not be able to access, in addition to enabling the college to leverage some of its existing services. Thus, this partnership will allow Animas to reduce operational expenses by either minimizing or eliminating costs through the sharing of resources; which in the end makes Animas much more efficient, effective, and sustainable moving forward.

Animas High School has spent over a decade searching for a permanent location. Through their due diligence, coupled with the visionary leadership of the College's Board of Trustees, Animas has found the Fort Lewis College campus to be a cost effective and practical location for its permanent home. Animas High School went through an exhaustive master plan process that included identifying and analyzing optimal site locations, as well as extensive building review. Through the Durango 9-R and Fort Lewis College partnerships, BEST funding will enable Animas to finally have a safe and suitable location that serves our small community for years to come.

I strongly encourage your support of Animas High School's request for both our community and the innovative approach to maximizing limited state resources that this project presents. Thank you for your consideration.

Sincerely,

● **Facilities Impacted by this Grant Application** ●

Juniper Ridge Community School - K-8 Modular Replacement - Juniper Ridge Community School - 2019

District:	Auditor - Mesa County Valley 51
School Name:	Juniper Ridge Community School
Address:	640 24 1/2 Road
City:	Grand Junction
Gross Area (SF):	32,823
Number of Buildings:	8
Replacement Value:	\$6,699,856
Condition Budget:	\$338,936
Total FCI:	0.05
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$926,221	\$165,747	0.18
Equipment and Furnishings	\$45,087	\$0	0.00
Exterior Enclosure	\$718,631	\$0	0.00
Fire Protection	\$238,475	\$0	0.00
HVAC System	\$439,805	\$10,000	0.02
Interior Construction and Conveyance	\$854,305	\$0	0.00
Plumbing System	\$227,884	\$25,795	0.11
Site	\$1,709,882	\$0	0.00
Special Construction	\$764,690	\$75,865	0.10
Structure	\$774,877	\$61,529	0.08
Overall - Total	\$6,699,856	\$338,936	0.05

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: Juniper Ridge Community School

County: Mesa

Project Title: K-8 Modular Replacement

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: Not prioritized in list of total applicants.

Project Type:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: 20 modular classroom replacement | |

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

The JRCS charter was approved by Mesa County Valley School District 51 and opened for the 2013-2014 school year in Grand Junction as a school district charter. JRCS began with grades K-6 and 150 students and currently serves grades K-8 with 359 students with 50 staff members. JRCS will reach a maximum capacity of 460 students; double tracking grades 1-8 and 3 kindergartens, by the 2021-2022 school year. Mesa County School District 51 has roughly 22,000 students, covering the vast Mesa County consisting of over 3,200 square miles.

JRCS brings a culturally-rich education, weaving together the arts, academics, and movement for the developing student, while cultivating a passion for lifelong learning. This style of education is unprecedented in the rural location of Mesa County. With an emphasis on Waldorf education, teachers engage their students artistically throughout the day, and students begin learning a second language in 1st grade and learn a stringed instrument in 3rd grade. By learning through the arts with hands-on methods, the children authentically develop critical thinking and problem solving skills. This school offers teachers the ability to be creative in their lessons while having an intentional, thoughtful approach in meeting the child's age/grade and development. Traditionally, this style of education is offered in a private-school setting; however, JRCS is 1 of 4 public charter Waldorf-inspired schools in Colorado.

JRCS struggled with academic achievement and finally had success in achieving "Performance" status in the State Standardized Testing in the 2015-16 school year and has remained at the second highest status ever since. As history has shown, new charter schools, specifically art-focused, Waldorf-inspired, take a few years to help students integrate with a new approach to learning. JRCS is proud of the growth seen on the State Testing. It has been a priority to align the Waldorf curriculum with the common core curriculum to ensure success in the eyes of the state for each student.

JRCS continues to have waitlists each year, and the continued annual growth year over year is a reflection of the success and desire for this education. Mesa County families, where oil and gas, farming, and health industries are prominent, along with a budding outdoor enthusiast sector, are hungry for this deeply artistic, academically rigorous, experimental, well-rounded education which is unlike any other educational program on the Western Slope. JRCS is an asset to Mesa County, offering a culturally-rich, artistic quality that can be used to enhance the local community's educational system and draw a diverse demographic to the area.

Because JRCS parents have actively chosen our school for their child, our parents have more buy in and are committed in helping the school become strong and succeed. Our parent body is engaged and enjoys being at school and volunteering. Our curriculum hosts many festivals and parents are asked frequently to help out. Also, our parents get involved in many ways, some are on the Board of Stewards of the school or on special committees, such as Finance, Resource Development, Parent Council, Girls on the Run, etc. Unlike a traditional public school, it is unique that our parents can get involved in the classroom as well as beyond it and that JRCS can utilize the parents' expertise and resources to help the school grow.

Deficiencies Associated with this Project:

Forming a new school, JRCS knew it did not have the financing or the resources to obtain a permanent location or structure(s). The intention with purchasing the initial 3 modular units was meant to be strictly temporary and a cost effective way to begin the school. JRCS was also aware that the modular units were reaching their life expectancy and that moving them would be cutting into that as well.

The modular units have small classrooms, especially the double-wides. As the students grow in the upper grades, the classrooms become very tight at 24 students per classroom. JRCS thought about expanding the class size to 26, however could not physically do this in most of its classrooms due to the fact that the desks would not fit. The size of the classrooms have the potential to affect our long term growth.

For next year, the 2020-2021 school year, JRCS is looking to obtain another leased, 2-classroom modular with a budget of roughly \$60,000.00. It seems wasteful to invest money in a leased unit, that will require work and upkeep for a temporary solution.

The CDE completed the facility assessment and on the surface appears to have scored okay, however there are discrepancies in the data and it does not tell the whole story. For one, the campus has 7 modular units, not 10. Also, the photos and wooden ramps were from the old campus last year. It is true that the facility over all scores well, due to the fact that there is a brand new building with a new campus infrastructure consisting of a parking lot, paved sidewalks, fencing, etc., however, it does not address the classrooms specifically. This is where the help is needed the most. The following paragraphs outline the modular units where the classrooms are and how the weakest component of the school is the classroom, where the students are supposed to be learning.

Security

Having multiple modular units with multiple entrances puts the students at risk. There is not a central point of entry with receptionist personnel who are trained to handle a situation with an intruder if it should arise. Once on the JRCS campus, a person has access to 17 doors on the modular units. Also, many of the exterior and classroom doors open outward, which would prevent a classroom from being able to barricade the door in the event of an intruder. The interior doors are old and worn out and many do not latch properly making their panic bar not effective and the door not secure. Exterior doors have become warped and worn from use and from the settling of the building into the soil. The continual repairs to the door hinges, latches, and closures, are taking a toll on the integrity of the door mechanisms. One classroom has a door so rusted when the teacher went to push on it, her hand went through the interior part of it.

The 2-unit modulars have small classrooms and such a small vestibule that the entire class cannot line up inside. This is a security problem, as the door remains open with students overcrowding the vestibule and overflowing outside while the teacher is gathering all of the students to escort them to the next event. During this type of transition, it is imperative the students are safe within the building.

Building Envelope

The roof on many of the modular units, especially B (8-plex) has many leaks and has been repaired many times. The roof has so many problems that it will need to be replaced soon. The leaks have caused many ceiling tiles to be damaged and stained with water as well as weakening the tracking system which is failing in numerous places. When a class was doing a science experiment where they needed total darkness, they were unable to achieve it because there was light coming through the ceiling tiles from the roof! The windows are all original windows in all of the modular units and are not efficient. There is a draft in most classrooms, especially in the winter and the classrooms are always running the heat. The insulation on the buildings are poor. The teachers are never able to regulate the classroom temperature; it is always too hot or too cold.

Structural

BEST FY2020-21 GRANT APPLICATION SUMMARIES

None of the modular units sit on a permanent foundation and they haven't since the time they arrived at our campus, up to 7 years ago. This has caused settling issues in some of the modular units, creating flooring problems. The bathroom stalls are warped and dented and are difficult to latch. Also the interior walls separating the classrooms are not solid enough and the sound travels from one room to the next. This creates a less than ideal learning and teaching environment. The carpet and floors in many of the classrooms are tearing, stained, warped, and coming undone. The floors are so old and coming apart that we did have to spend \$50,000 last year to replace the floors in the large 8-plex modular.

Electrical system

Lighting fixtures (fluorescent panels) are inefficient and in need of replacement. We have currently replaced 55 lighting units in our modular units and will need to replace approximately 50 more units. Teachers in the same modular cannot use the class microwaves at the same time because then the power goes out. They have developed a calendar for every-other-day microwave usage. This is unfortunate because we do not have a cafeteria. Also, there aren't water fountains in the small modulars, so Juniper Ridge pays for filtered water to be delivered to each classroom so kids can fill up their water bottles.

Health

Due to the fact the modular units are not on permanent foundations, JRCS has had ongoing issues with rodent infestation in the classrooms. This has been a big problem and a health hazard.

The HVAC units are old and inefficient. They are electric and are expensive to operate and they do not maintain a consistent temperature in the classrooms for the students. There is currently an increase in maintenance costs of the units with the expense of the filters being replaced more often than recommended due to the forest area of the new campus.

Safety

Due to the location placement of the modular buildings, there are walkways and ramps that are heavily shaded. During the winter months, ice and snow can easily accumulate in the shadows of the buildings. Because of the multiple entrances and exits, students must always leave their classroom building for any activities and this poses a safety risk for teachers and students slipping and falling. The teachers and students leave their classroom a minimum of 4 times per day for transitions such as recess, specials, and lunch. When a student needs to come to the office for health reasons, injury or to go home early, the student is traveling unescorted between buildings posing a safety and security risk.

Technology

We spent \$13,000.00 on technology to update our infrastructure for our school. JRCS significantly lacks up-to-date technology and will not spend the money on it now while in temporary units with the leaks and water issues they have.

Proposed Solution to Address the Deficiencies Stated Above:

Given the stated deficiencies, the best remedy is to replace the modular classrooms with brick and mortar construction that connect to our existing single entrance to keep the students secure. This replacement request is Phase 2 & 3, which would complete the total school buildout of the Master Plan and eliminate all modular classrooms.

Phase 1 was completed in September of 2019 which includes administrative offices, behavior support classroom, 4 kindergarten classrooms, and a multi-purpose room. The Phase 1 building is a single structure designed to have Phases 2 and 3 added on to it. If awarded the BEST grant, JRCS will commence design work/construction of Phase 2 in December of 2020 and Phase 3 in June of 2022.

Phase 2 consists of relocating the modular buildings in order to construct the next two phases. This would happen in early June after school is out for the year in 2021. Phase 2 also consists of the construction of 10 classrooms, grades 1-5, double tracked, bathrooms, as well as an area designated for a kitchen; all attached to the northside of Phase 1.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Phase 3 consists of grades 6-8, double tracked, 4 elective classrooms, and bathrooms; all attached to the south and west side of Phase 1.

In order to bring these deficiencies to resolution, JRCS is pursuing the BEST grant to provide a secure, permanent building for students. The JRCS committee evaluated all of the options with the following criteria in mind:

Security

A new facility would eliminate the 17 entry and exit points that cannot be sufficiently controlled. A new building would create one secure entry point and provide greater security, eliminating much of the need for students to travel outside between the buildings. One building would allow security cameras to be used more efficiently and effectively.

It would also allow for students to line up in the hallways within the interior of the building, not having to be outside until the teacher/class was ready to move as a whole.

Building Envelope

BEST grant funds would allow us to install updated and long-lasting components such as windows, fixtures, carpet, plumbing, HVAC and LED lighting with energy usage and costs for maintenance in mind.

Structural

Creating a permanent concrete foundation system will provide for a long-term stable structure environment along with structural steel frame meeting and exceeding codes for the safety of the occupants. A solid structure eliminates alignment issues, gaps, and settlement problems with the doors and seam gaps in the flooring, as well as needing to replace ceiling tiles regularly. This also allows for locking mechanisms to be aligned properly increasing their functionality.

Electrical system

BEST grant funds would allow us to complete the replacement of long-lasting components that are LED certified such as lighting fixtures.

The HVAC unit would be run on gas and would be much more efficient and cost effective.

Health

The installation of new HVAC units that are LED certified would increase the ventilation and would reduce the annual maintenance cost. It would decrease dust and allergens, leading to higher quality of health. A new mechanical system in a new building would eliminate individual HVAC units and provide a high quality system for all students and staff.

Safety

The completion of the Phase 2 and Phase 3 we will no longer have the multiple entrance and exits as well as the ramps. Our students would be able to move between classrooms and within the school without ever having to leave the buildings. This would eliminate the risk of injury due to the various pathways.

Technology

By updating our computers and technology and bringing the school up to 21st century standards, it would give students the ability to research and gather information from broader sources.

How Urgent is this Project?

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Given the age and current status of the 7 modular buildings, consisting of 18 modular classrooms it is imperative they are replaced soon. They are approaching the end of the service life, which is 20-30 years for modular buildings that have been disassembled and relocated multiple times, like these have. The structural integrity has diminished greatly and building climate systems and materials are severely worn inside and outside. All of these are driving up maintenance costs annually. With 17 separate entrances and exits to the 7 modular classrooms this creates a security risk for our students and staff. This is an extremely urgent project and the opportunity to continue Phase 2 & 3 is now.

Being a small charter school, our financial capacity is limited. We operate within our annual budget and are able to save 3% a year. We do not have large reserves to cover the school in the event a crisis should occur such as a flood, fire, or broken HVAC unit. It would create a large financial burden to acquire a new modular building and JRCS would not have anywhere for the students to go if our modular units failed in some unexpected way.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

JRCS's maintenance plan for the proposed new addition will be based on best practice of "predictive" maintenance with the goal of avoiding the practice of "breakdown and emergency" maintenance. The predictive maintenance plan will include:

A maintenance schedule: The plan should extract timelines from manufacturers' maintenance manuals and create schedules for the frequency of preventive maintenance, including dates of occurrence and projected cost.

Operation manuals: Maintenance and operations manuals containing maintenance procedures for scheduled tasks and descriptions of properly operating systems will be created for each system, component, or product scheduled to be maintained. The manuals will contain repair standards and work order procedures should they be necessary.

Commissioning: After installation, it is important to have professionals verify that building systems/components, as well as their functionality and operations, meet the intent of owners and designers. Final adjustments should be carefully documented and consulted if changes need to be made.

Records: Over time, actual maintenance on the various systems should be accurately tracked including both the date of occurrence and cost. These records will be used to predict the accuracy of future projections and costs.

On-site, full-time maintenance manager. JRCS employs a full-time maintenance person who oversees all mechanical systems and provides regular testing and checks to ensure fully functioning performance as well conduct day-to-day repairs to eliminate risk of long-term damage and costs.

The key building systems and their integral components that will be part of the plan include, but are not limited to:

Air handling equipment: Fans, ductwork, dampers, and louvers should be inspected and maintained regularly; performance is to be maximized through proper balancing.

Roof system: Surfaces should be inspected regularly, with proper removal of snow and water; leaks should be repaired upon discovery.

Plumbing system: Sprinklers systems, water fountains, pumps, expansion joints, and drains should be regularly inspected.

Electrical systems: Regularly scheduled analysis by professional engineers and electricians, with thermographic scanning and motor current analysis used to identify common faults.

Fire alarm and public address system: Regularly testing and maintenance.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Finishes: Painting should be done on a regular schedule and to avoid disturbances of planned occupancy of the school, flooring is to be cleaned, waxed and/or sealed regularly, depending on the materials and location in the school, whether classroom or bathroom.

A Maintenance Grounds and Building Employee will be hired at a salary of \$40,000 per year. This person will inspect the building function regularly and will be skilled at maintaining and fixing multiple systems and will result in less costs of outsourcing specialized repair technicians, specifically labor fees. A Janitor will be hired at \$30,000 per year. This person will inspect and maintain daily systems within their job function and will be able to catch any malfunctions and address them immediately limiting costly damage caused over time. Together, the HVAC, plumbing, electrical, building shell, internal repairs, janitorial repairs will equate to roughly \$15,000 and will mainly be for parts or components.

JRCS acknowledges that maintenance numbers during the initial years of the school will be lower than the following years. This proves to be true based on our analysis of the actual repair cost from other charter schools for which we obtained information. JRCS believes the estimates are feasible to incur within the operating budget.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Juniper Ridge Community School (JRCS) opened its doors in 2013 in a temporary location with the purchase of 3 used modular units: 2 units each having 2 classrooms, and 1 large unit of 8 classrooms. Over the last 4 years, JRCS has acquired an additional used modular building consisting of 2 classrooms each, annually, to support the school's growth. JRCS now operates out of 7 used modular units containing 18 classrooms and 1 Special Education classroom. In 2017, JRCS had the fortunate opportunity to purchase a centrally-located, 28-acre parcel of land for its permanent campus in the amount of \$865,000.00. Furthermore, local bank financing was available to assist in the purchase.

In 2018, JRCS applied for and received a Certificate of Participation (COP) from School District 51, our authorizer. A COP is the District borrowing funds through private bonding and leveraging collateral on behalf of a charter school. JRCS received a \$7,565,000 loan from District 51 to refinance debt from the land purchase and to build Phase 1 of the 3-Phase project. Phase 1 included; 4 kindergarten classrooms, administrative offices, and a multi-purpose room, as well as relocating all 7 modulars to the new campus.

In September 2019, JRCS opened Phase 1, a 16,920 sq. foot permanent building on land purchased by the school. The 7 used modular units were relocated from the former site and are currently in use as classrooms at our permanent site.

The modular units include:

Building B, year built 2001, installed 2013, 8-classroom modular; currently grades 1-4, double tracked: 128'x55'; 7,040 sqft (bathrooms- girls-3 stalls, boys-2 stalls, 2 urinals)

Building C, year built 1996, installed 2013, 2-classroom modular; Extended Hours & Music: 60'x24'; 1,440 sqft (one bathroom in Extended Hours)

Building D, year built 2002, installed 2013, 2-classroom modular; Band and Specials Teachers Office- 2 classes: 60'x24'; 1,440 sqft (two bathrooms- one in each room)

Building E, year built @2000, installed 2015, 2-classroom modular; Two classes of 5th grade: 60'x23.5'; 1,410 sq ft (2 bathrooms)

Building F, year built @2000, installed 2016, 2-classroom modular; grades 7&8: 60'x23.5'; 1,410 sq ft (2 bathrooms)

Building G, year built @2000, installed 2017, 2-classroom modular; Special Education/Intervention: 60'x23.5'; 1,410 sq ft (no wall between classrooms, no bathrooms)

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Building H, year built @2000, installed 2018, 2-classroom modular; Two classes of 6th grade: 60'x23.5'; 1,410 sq ft (2 bathrooms)

JRCS purchased these used modular units because it was all that JRCS could afford at the time our school was founded. Three of the modulars are leased and we pay \$45,137.00 annually. JRCS was fiscally responsible and only purchased/leased additional classrooms needed each year. JRCS was not able to finance the set up costs for the additional modulars, so each year the modular set up, installation, and rental costs were taken from the operating budget.

Again, next year 2020-2021, JRCS will need to acquire an additional 2-classroom modular building to meet the needs of our growing school. In addition to increasing the annual rental expense, we will incur installation and set up expenses. Our projected expense for this new modular along with installation and annual rental fee is \$60,000.00.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

One modular unit (Building G) was installed in 2017 which included accessibility ramps, concrete pathways, and technology, phone lines, moving fees, and security upgrade for an installation cost of \$17,693.

One modular unit (Building H) was installed in 2018 which included accessibility ramps, concrete pathways, sewer extension, plumbing, technology, phone lines, electricity, moving fees, and security upgrade for an installation cost of \$46,818.

In 2019, Phase 1 of the 3-phased new campus was constructed for \$7,565,000 with funding from a Certificate of Participation (COP) through our authorizer, District 51. Phase 1 included: 4 kindergarten classrooms, administrative offices, and a multi-purpose room, as well as relocating all 7 modulars to the new campus.

Other areas of modular improvement or repair (not including new construction) for the last three years across the school and not pertaining to new modular installations include:

Sewer/plumbing repairs or improvements: \$7,632.39

Technology improvements/repairs: \$5,410.19

Structural/Interior repairs or improvements: \$66,521.77

Security and safety improvements/repairs: (rekeying, exterior lighting, security & fire system): \$19,251.94

HVAC repairs and improvements: \$4,130.34

Lighting/Electric repairs or improvements: \$13,049.21

Landscape maintenance: \$8,940.05

Pest/Rodent control: \$1,309.38

The totals of modular additions and modular repairs were in excess of \$190,000 over the past 3 years.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

JRCS sought funding through a COP with District 51 for Phase 1. JRCS is asking for funding from BEST for Phases 2&3 which would complete the campus Master Plan.

JRCS approached District 51 in the summer of 2019 and asked to be on the November 2019 bond measure, however we were

BEST FY2020-21 GRANT APPLICATION SUMMARIES

declined by D51 to be included. The bond, however, did not pass in November or 2019. JRCS plans to ask District 51 in 2020 to be included on the next bond, which may be in November of 2020 and is optimistic of being included given the continued favorable rapport with District 51.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

This current fiscal year, JRCS has budgeted \$34,500 in facilities and maintenance for the existing modulars and with 359 students, this is \$136.50/FTE.

JRCS 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. JRCS acknowledges that the 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, JRCS 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.

JRCS's capital replacement plan is to set aside earmark funds for the purpose of replacement of each of the major systems of the new school as they reach the end of service lives. Foreseeing the expenditures that will ultimately be required to replace these major systems will allow the school to plan for the future and be prepared as capital expenses arise. JRCS plans to allocate funds in a separate capital reserve account based on the Capital Replacement Plan, with a portion of this reserve held by their District 51 Authorizer.

To prepare the capital replacement plan. JRCS determined for each category the estimated service life of the item, the estimated replacement cost, and the annual amount based on straight-line method to be set aside in capital reserves in order to pay for the cost of replacing the item at the end of its useful life. The information set forth below.

Roofing has a 30-year life span or a total cost of \$500,000 and an annual cost of \$16,667.

Air Handlers have a 25-year life span for a total cost of \$65,000 and annual cost of \$2,600.

VAV's have a 20-year life span for a total cost of \$25,000 and an annual cost of \$1,250.

Miscellaneous Plumbing has a 25-year life span for a total cost of \$20,000 and an annual cost of \$800.

Lighting Fixtures have a 15-year life span for a total cost of \$20,000 and an annual cost of \$1,333.

Painting has a 10-year life span for a total cost of \$35,000 and an annual cost of \$3,500.

Flooring has a 15-year life span for a total cost of \$150,000 and an annual cost of \$10,000.

Landscaping/irrigation has a 20-year life span for a total cost of \$5,000 and an annual cost of \$250.

Hardscapes have a 25-year life span for a total cost of \$20,000 and an annual cost of \$800.

Joint Sealant/weather strip has a 10-year life span for a total cost of \$3,000 and an annual cost of \$300.

Smart boards/projects have a 10-year life span for a total cost of \$78,000 and an annual cost of \$7,800.

Low Voltage Cabling/Equip has a 20-year life span for a total cost of \$35,000 and an annual cost of \$1,750.

Doors and hardware have a 30-year life span for a total cost of \$15,000 and an annual cost of \$500.

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Windows /Glazing have a 30-year life span for a total cost of \$30,000 and an annual cost of \$1,000.

Fire Sprinklers have a 50-year life span for a total of \$40,000 and an annual cost of \$800.

The total costs of all the above systems and components are \$1,041,000 and annual costs totaling \$49,350.00.

Based on our analysis, JRCS feels setting aside these amounts is more than adequate to have funds available when replacement is necessary, without taking into account the idea that rehabilitation will be a possible solution instead of replacement with respect to many of the components under this plan. Of course, this capital replacement plan will need to be modified for the actual systems, which are specified in the actual construction of the school.

FINANCIAL RESPONSIBILITY FOR MAINTENANCE AND CAPITAL REPLACEMENT PLAN

The total annual estimated amount for costs under the maintenance plan and capital plans as described above is approximately \$49,000. In order to assure that JRCS can be financially responsible for these amounts, JRCS analyzed its historical and projected sources of revenue. JRCS has already allocated \$10,000/year into an account held by D51 for future capital repairs required by the Installment Purchase Agreement. Subtracting that \$10,000 out, the remaining \$39,000 is roughly 1% of our current budget and can be set aside annually in a capital reserve account.

In 3 years, when the project is complete, JRCS anticipates 460 students with a budgeted \$49,000 per year in maintenance giving a \$106.52/FTE.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Our annualized utility costs for 2019 are \$75,046 and are as follows:

Sewer is paid to the City of Grand Junction: \$3,656.00

Internet and phone is paid to Century Link: \$8,700.00

Trash and recycling services paid to Commercial Refuse: \$2,990.00

Water is paid to Ute Water: \$4,500.00

Electricity and Gas is paid to XCEL: \$55,200.00

JRCS anticipates some of these categories decreasing due to energy efficient updating. For example, electricity and gas is anticipated to have a 25-35% reduction based on industry averages.

Current Grant Request:	\$14,260,606.60	CDE Minimum Match %:	44
Current Applicant Match:	\$829,982.40	Actual Match % Provided:	5.5
Current Project Request:	\$15,090,589.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Left over Ph I construction funds of \$200,000.00, \$300,000.00 of reserves, sale of 2-acre commercial lots for \$250,000.00, and a Capital Campaign to raise another \$100,000.00.

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Total of All Phases:	\$15,090,589.00	Escalation %:	7
Affected Sq Ft:	29,400	Construction Contingency %:	11
Affected Pupils:	359	Owner Contingency %:	9
Cost Per Sq Ft:	\$513.29	Historical Register?	No
Soft Costs Per Sq Ft:	\$100.40	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$412.89	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$42,035	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	82	Who owns the Facility?	OtherFacilities

If owned by a third party, explanation of ownership:

Installment Purchase Contract with Mesa County Valley School District 51

If match is financed, explanation of financing terms:

Not using.

Financial Data (Charter Applicants)

Authorizer Min Match %:	56	CEFCA or financing attempts:	0
< 10% district bond capacity?	N	Enrollment as % of district:	1.73
Authorizer Bond Attempts:	2	Free Reduced Lunch %	38
Authorizer MLO Attempts:	1	% of PPR on Facilities:	17.2
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	8
3yr Avg OMFAC/Pupil:	\$10,726.11	FY19-20 CSCC Allocation:	\$100,254.34

Who will facility revert to if school ceases to exist?

Mesa County Valley School District 51, Juniper Ridge's authorizer, will obtain the facility for their use.

BEST Charter School Grant Waiver Application

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

Mesa County School District 51 was able to pass 1 bond in 2 attempts over the past 12 years. With a community climate not favorable to a bond in general, the likelihood a charter school could be part of the bond is very low. Juniper Ridge is committed to keeping the class size low and capping the entire school at 460 students to maintain our school culture. With this set enrollment goal, it directly affects the revenue of the school creating a nearly impossible scenario of funding the infrastructure without assistance. Acquiring more debt/expense is not feasible for the school at this time. We recognize Juniper Ridge Community school must have buy-in and that is why we are offering all of our assets towards this project: remaining COP funds, reserves and commercial real estate.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Juniper Ridge Community School operates within Mesa County Valley School District 51 which is one of the lowest Per Pupil Revenue funded Districts in the State of Colorado; funded well below the State average. While District 51 is the 10th largest school district in Colorado, the County is large and expansive sitting on the western border. Located 250 miles from the Denver/metro area and requiring long and difficult travel, this creates an isolated environment not allowing useful, necessary resources available to most school districts in Colorado. Networking is a challenge given the distance and often we are unaware of resources available. In addition, District 51 is actively trying to rebuild trust in the community due to recent credibility issues. The Mesa County community already tends to lean towards not increasing taxes, so this unfortunate distrust has made it more difficult for District 51 to obtain voters for their bonds.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's Weighted Average: 56%

Agreed.

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

Applicant's Response: No

Adjustment: No – No Change

Agreed.

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

Applicant's Response: No

Adjustment: No – No Change

Juniper Ridge Community School has an installment purchase agreement with Mesa County Valley School District 51. Juniper Ridge pays District 51 roughly \$500,000.00/year as payment for the Certificate of Participation for the building of Phase 1 and land purchase of the campus which cost \$7,565,000.00 in 2019.

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

Applicant's Total: 2

Adjustment: 2% decrease of max 5%

In 2018, Juniper Ridge asked District 51 to share Bond funds which were allocated for specific projects, such as technology and roof repairs. This was successful. In 2019, Juniper Ridge asked District 51 to be a part of the bond that was floated in November of 2019 and were denied. The bond did not pass.

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

Applicant's Total: 1

Adjustment: 1% decrease of max 5%

In 2018, Juniper Ridge asked District 51 to share Mill Levy funds which were allocated for specific projects, such as increased school days.

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

Applicant's Total: 0

Adjustment: 0% decrease of max 5%

Juniper Ridge is currently exploring El Pomar as another grant funder.

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

Applicant's # Attempted: 0

Adjustment: 0 %

Applicant's # Attained: 0

Juniper Ridge obtained a Certificate of Participation (COP) through District 51, our authorizer. A COP is when the District pledges collateral and borrows money on behalf of the charter school to capitalize on their financial position obtaining better borrowing terms. Juniper Ridge has a 25-year repayment plan at roughly \$500,000.00 per year.

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

Applicant's Enrollment: 1.7%

Adjustment: -5 %

Agreed.

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

Applicant's FRED: 38%

Adjustment: +/- 0%

Agreed.

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

Applicant's % PPR: 17.2%

Adjustment: -1 %

This percentage is high, given the recommended facility expenditure to be around 12%.

K. Unreserved fund balance as a percent of budget.

Applicant's % of Budget: 8%

Adjustment: -3 %

Juniper Ridge has acted fiscally responsible and contributed to reserves annually of at least 3% of the operating budget. Some of the years we had to access those reserves when we needed new modular buildings and when we purchased our permanent campus. Juniper Ridge is not in the business of retaining excess savings and is

consciously spending money on resources that directly affect the students. While, this is a sizable amount, it is nowhere near the \$7,000,000 needed to match this grant.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

Juniper Ridge is speaking with Mesa County Valley School District 51 requesting to be on the next Bond. District 51, our authorizer, is considering floating a bond in November 2020. Juniper Ridge has reached out to El Pomar and will apply for a \$100,000 grant. Juniper Ridge is in the process of subdividing the 28-acre new campus and is exploring the possibility of selling off commercial parcels for \$250,000.

Also, given that we are a charter school, our parent involvement is very high and Juniper Ridge families do a good job of volunteering and contributing in their area of expertise. For example, a family with a construction business helped us with our parking lot, lending us the expensive heavy equipment needed for applying road base. This alleviated a huge expense for Juniper Ridge.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:

● **Facilities Impacted by this Grant Application** ●

MESA COUNTY VALLEY 51 - GJHS Replacement - Grand Junction HS - 1954

District:	Auditor - Mesa County Valley 51
School Name:	Grand Junction HS
Address:	1400 N 5TH ST
City:	GRAND JUNCTION
Gross Area (SF):	213,963
Number of Buildings:	6
Replacement Value:	\$72,964,217
Condition Budget:	\$31,088,422
Total FCI:	0.43
Adequacy Index:	0.36



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$12,249,744	\$6,861,094	0.56
Equipment and Furnishings	\$3,344,613	\$2,155,279	0.64
Exterior Enclosure	\$10,673,527	\$3,533,795	0.33
Fire Protection	\$323,347	\$1,484,247	4.59
Furnishings	\$1,613,387	\$201,540	0.12
HVAC System	\$9,922,457	\$2,085,988	0.21
Interior Construction and Conveyance	\$13,039,111	\$10,151,778	0.78
Plumbing System	\$3,291,389	\$2,521,219	0.77
Site	\$7,410,554	\$3,454,237	0.47
Structure	\$11,096,089	\$145,233	0.01
Overall - Total	\$72,964,217	\$32,594,410	0.45

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Applicant Name: MESA COUNTY VALLEY 51

County: Mesa

Project Title: GJHS Replacement

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why: High competition in previous cycle. Large project size - student population and corresponding budget.

Project Type:

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

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

Grand Junction, the largest city in Mesa County, has a 140 year history. In 1881, the area experienced a land rush settlement and established a town, first named Ute, then West Denver and then re-named Grand Junction for its location at the confluence of the Gunnison and Colorado Rivers. In the early 1900's, irrigation transformed the area to an agriculture region. DOLA projects Mesa County's population will grow to 224,820 by 2025 (92.3% growth from 2000). The District is the largest employer, with 2789 full-time and 864 part-time or substitute employees. Similar to other Western Slope communities, the economy relies on the cyclical industries of energy and tourism.

Mesa County School District 51 was consolidated in 1951 from smaller districts to provide education to students within the 2,000 square mile boundary. The District's vision is "engage, equip, and empower our learning community today for a limitless tomorrow". We will serve approximately 21,432 students during the 2019-20 school year and currently is comprised of 24 elementary schools, 8 middle schools, an 8/9 school, 5 high schools, 1 career center, 2 alternative schools, 3 charter schools and a remote K-12 school. Districtwide 43.7% of our students qualify for free and reduced lunch.

The Maintenance Department operates work orders on School Dude software. There are 41 employed maintenance staff members and 17 employees on the grounds crew. The maintenance staff maintains almost 3 million SF of facilities.

One of the five traditional high schools in the District, GJHS serves between 1400 and 1600 students every year with the highest enrollment to date of 1700 students in 2012. We have 150 staff members at GJHS and the Free and Reduced rate is 36% for the school. GJHS is a comprehensive high school that is moving to become an Academy Model high school in order create small learning communities. Students are enrolled in 8 classes every semester with an open-campus lunch. Students can access academic options at Career Center, Valley, and Western Colorado Community College. GJHS graduation rate is 83% for four years; 89% for 7-year completer rate. Their matriculation rate is 57.8%, with 55% attending a four-year college.

GJHS is considered a flagship school for the school district, being 100 years in existence the diversity of the student population. GJHS' academic team has won the state championship 20 times and 2 national championships. Athletic programs include football, volleyball, soccer, golf, tennis, cross country, basketball, wrestling (2018 state champion), swim and dive, lacrosse, softball, baseball, track & field and cheer/poms.

GJHS' theatre program is CTE certified, including band, choir, orchestra and theatre arts. GJHS' theatre and music programs have received awards for outstanding performances over the past few years. Notably, GJHS has won Colorado Bandmasters Association Exemplary Band award every year since 2007. One of our staff members was nominated as a quarterfinalist for the 2019 Grammy Music Educators Award.

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GJHS' Journalism program uses Adobe Creative Suite and Trello. The business department offers a technology program with a host of software and internet platforms. The Technology Education program includes courses designed for students with hands-on, project-based learning that builds on college and workforce readiness skills.

Based on our previous master plan, completed over 15 years ago, over \$500M in capital needs in our school facilities. In 2017, our voters supported a bond measure of \$118.5 million to replace a middle school and various safety, security, deferred maintenance and small additions across the district. We were fortunate to be awarded a BEST grant to fund a portion of the middle school to stretch these dollars further towards security and safety deficiencies in other buildings. In 2018, we engaged in an update of our comprehensive facility master plan.

Deficiencies Associated with this Project:

GJHS has been operating for over 64 years in its current facility. Since then, continuous repairs must be made on the substructure and structure to keep the facility functioning; however, many of these repairs address the bare minimum requirements needed and are only short-term solutions.

CDE completed the facility assessment for Grand Junction High School (GJHS) in July 2018. Per this report, the total FCI of the campus was rated at 0.39. However, certain areas of GJHS are in notably worse condition, such as the Site, Math Building, and 300 Building addition, which have reported FCI values ranging from 0.48–0.56.

In 2018, the District also initiated a comprehensive facility master plan process for all school buildings and through a competitive procurement, selected the team of Cuningham Group Architecture and Chamberlin Architects to lead the process. As part of the master plan, facility condition assessments were completed by the consultant team at GJHS in November of 2018. The findings of this assessment recommended the building to be replaced, as it has a projected remaining life expectancy of 0–5 years.

Critical deficiencies identified at GJHS include the following: structural longevity, safety and security, hazardous materials, roofing and building envelope, mechanical, electrical, plumbing (MEP) systems, ADA accessibility, technology, special education spaces, interior systems (including equipment and furnishings) and overcrowding challenges. All of these deficiencies fall into the Priority 1 categories of security, safety, health and technology. In addition, the campus does not have a Career and Technical Education space located at the facility needed to help support current student's academic/personal growth and career development. A detailed description of all critical building systems deficiencies that need to be addressed is provided below.

Structural Longevity:

The structural systems of the existing GJHS facility are compromised because of continued differential settlement on volatile soils conditions, and the relatively poor quality of construction of the facility. As the GJHS building components settle at different rates over time in relation to each other, District maintenance staff and resources are challenged to maintain the buildings functionality. The entire Slab on Grade system requires constant attention in maintenance to allow doors and other systems to be functional. For example, to maintain the functionality of the doors in key locations throughout the school, the slab on grade at both interior and exterior doors must be modified consistently to provide accessible circulation through the school. The findings from the master plan facilities assessment estimated the GJHS substructure to be past its effective years of services life, with their findings indicating the Slab on Grade system as 'failing' and the standard foundation as, 'in need of substantial improvement.'

While much of the structural condition of GJHS is due to volatile substrate soils, the facility was originally constructed from 1954-1956 with a limited level of quality control. The masonry bearing walls were constructed with a random mix of (3) different types of structural masonry units, which have varying strengths and degrees of structural capacity. Their varied parameters also perform differently in permeability and resistance to the elements and temperatures. Additionally, the varied materials and layup patterns suggest some walls are not structurally reinforced; however, adding reinforcement in these areas would be very difficult and costly. The walls were also constructed without an air gap cavity or tested weather barrier, so the varied blocks may hold moisture or expand/contract with temperature changes at different rates. The November 2018 Facility

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Assessment found gaping cracks in the exterior wall and foundation systems of GJHS and emphasized the weaker portions of the masonry bearing walls are bound to crack and fail.

Compounded with the differential settlement of the soils conditions, introduction of non-uniform soils capacities, and diverse loading patterns, the assessment ultimately concluded it would be impossible to project the useful life of the structure and/or prevent its failure without expending large sums of money. Due to the constant movement of the building's exterior walls, the structural stability of rails and other egress components require consistent attention and periodic repair. Overall, the structural integrity of the existing GJHS facility is limited and presents hazards associated with safety, security, accessibility. The current District maintenance staff and resources are significantly challenged to make these conditions passable.

Security:

Similar to other schools constructed in the 1950's, GJHS did not have security designed into the facility that would be common today. The GJHS campus currently lacks a controlled and secured entry vestibule, a secure site perimeter, fire protection systems in the majority of the building, emergency voice evacuation system, and an integrated panic button.

The school lacks an access control system and has limited security cameras. There are some main points of entry that are equipped with automated key card access and a few doors that have door lock intrusion detection. However, many of the exterior points of entry do not have the system installed. Most of the doors and door hardware were installed with the original construction of each building, which have not been updated to align with current accessibility codes (ANSI 117.1 or ADA). Nor do they address CDE's Public School Facility Construction Guidelines for classroom doors to be lockable from the inside of the classroom without a key, presenting a significant risk in the event of a lockdown. Occupants can gain access to the interior of the high school through approximately 55 separate exterior points of entry into the different buildings making it an extremely challenging task to monitor and control campus entry/exit and provide a secure perimeter.

It is apparent that unauthorized individuals can gain access to restricted areas for authorized District-personnel only. In the event of a lock down, it would be extremely difficult to track the comings and goings of students, staff, and visitors. The principal noted that on an occasion of one lockdown drill, where students were outside of the building and had to go into the building, a juvenile who was not a student at GJHS was shuffled inside the building. It was this juvenile who had been reported to have a firearm and was the reason the lockdown was called. This juvenile was locked down, with a weapon, inside the school. The principal fears this could happen again with another juvenile or the many local transient adults who reside in the area. The assessment team noted evidence of unauthorized access on the library roof and damage to the sunshades. The district is faced with a significant amount of risk and increased liability due to their susceptibility to vandalism, intruders, and minimal campus security. The security and safety of the facility is compromised because of the outdated interior doors, door hardware, and lack of site security risking GJHS students and staff safety in the event of an emergency or lockdown.

Site Safety:

The general classrooms are spread between multiple buildings, which causes safety concerns because all students are not under one roof and travel between buildings throughout the day. Multiple buildings on campus also applies stress on the students and staffs time-sensitive schedules.

While there are clear points of vehicular access to GJHS, its perimeter does not have a hard boundary to direct pedestrians to designated entry points. The main entrance to the facility is difficult to locate from the parking lots and would require some previous knowledge as to its location.

The line of sight for certain areas of the buildings are impeded for the occupants and local law enforcement. The landscaping does not restrict unauthorized access to windows, roofs, or other areas of the site.

The GJHS campus contains additional improvement including sports field, tennis courts, storage sheds, and bleachers. Despite these improvements, the CDE report indicated the GJHS Site to have an FCI of 0.48. Some of the parking lots, roadway base course, and flexible pavement located around the site in various areas were installed in 1954 and have aged beyond their

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expected useful life. The CDE observed years remaining were increased for most of the facility's parking lot and roadway system (curbs, rails, barriers, paving, and surfacing systems) because the systems are currently functioning; however, these systems are almost 25 years beyond their useful life and are in need of repair/replacement. Trip and fall hazards are found throughout the site from heaving walkways to deteriorating asphalt.

For vehicles and pedestrians on campus, the GJHS site is hard to navigate because of the few signs or way-finding features directing traffic and pedestrians to the correct location. Currently, the service delivery area on the campus is not independent or separated from pedestrian traffic and significant conflicts exist. GJHS needs to have an independent service delivery area to ensure the safety and health of its students, staff, and visitors.

In addition to the deficiencies' discussed above, GJHS also has a lot of inherent safety and health hazards due to the building conditions caused by differential settlement from volatile soils. Tripping hazards along interior walkways, column lines, and at concrete edges are noted throughout the facility and the surrounding area due to heaving slabs (caused by differential settlement), cracks in concrete, and trench grate gaps. Most of railings, bleachers, and steps throughout the facility are noted to be non-compliant with current ADA Standards or building code. Some of the entrances into the building are missing crosswalks and have drainage flows into pedestrian areas raising concerns for slipping and/or struck-by hazards.

Hazardous Materials:

Routine maintenance and building upgrades are more complicated at GJHS because of the presence of hazardous materials. During the 1950's, in Western Colorado and Utah, it was common practice to use the sand from Uranium mill tailings in masonry and concrete. From original construction until 2009, the soil under GJHS was plagued by decayed uranium that eventually turns into radon gas. Previous abatement methods were attempted at GJHS to remove the radioactive decay products without impacting the facility's structural integrity; however, uranium-containing mill tailings remain under portions of the foundational slabs of the building additions.

The results of the Hazmat and AHERA reports indicate GJHS has many types of Asbestos Containing Material (ACM) in acoustic ceiling (57,500 SF), floor tiles and mastic (55,500 SF), drywall system (21,000 SF), pipe fittings, pipe insulation and transite panels. Past renovation and upgrade projects have minimized any increased construction costs by avoiding modification to areas that encapsulate or contain ACM. This approach has required upgraded electrical, plumbing, and mechanical systems to be re-routed through areas without ACM, which meant mounting them onto the roof and building exterior. Although each improvement project saved the cost of routing these systems through ACM containing areas, this resulted in other potential issues and costs. Supports and fasteners required for mounting these systems have become weather barrier penetrations that result in moisture penetration and uncontrolled ventilation.

Roof and Building Envelope:

Based on the assessment reports, the GJHS exterior wall system appears to be failing, as they require constant attention in maintenance to seal openings for protection from the elements. These exterior elements are past their effective years of service life due to the constant movement in bearing soils under the slabs and consistent maintenance required to properly function in keeping the weather (drafts and moisture) out. For buildings that are more than 30 years old, the exterior window system's age is beyond expected life with performance projections that are far less than optimal. The current system may be in service and functioning, but any exterior windows in the buildings constructed before 1988 are recommended for replacement. Similarly, the exterior door and hardware systems were installed with the original construction of each building and have not been upgraded to align with current accessibility codes. These building elements are also considered to be beyond their expected life and are projected to have performance that is far less than optimal. The system may be in service and functioning, but it is recommended for replacement due to probable increased condition budget needs, the potential failure of its components, or in order reduce operational cost and improve performance.

The roof covering a large portion of GJHS building was installed in 1986 and is a ballasted built-up roofing (BUR) system with deck insulation. Like other roofs on the GJHS campus, this roof was observed to have (3) remaining years, however, the system is 34 years old, well beyond its 20-year useful life and in need of replacement. Cracking was observed in the second-

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floor interior walls potentially from relative movement of the roof and floor structures. In addition, the expansion joints in the roof were observed as brittle and cracking in multiple locations. The failing expansion joints provide a path for water infiltration.

The buildings' roof covering systems are more than 20 years old, which is considered beyond their useful life and projected to be failing with performance far less than optimal. Similarly, the roof openings and accessories are beyond their useful life and are more than 20 years old. Multiple water stains were observed on the ceiling tile throughout the building. GJHS has leaks from roofing penetrations or plumbing leaks above the ceiling. As discussed in other sections, piping, HVAC and electrical conduit has been mounted onto the roof to avoid ACM contaminated areas during past improvement projects. The master plan consultants observed a lack of defined maintenance access pathways and roof ladders for the GJHS facility, resulting in increased wear and tear on parapets and dangerous conditions for maintenance staff.

In the past year, since the unsuccessful BEST grant application and unsuccessful 2019 bond measure, our maintenance department has spent more time and money on chasing and repairing leaks in our roof system.

Mechanical:

The cooling generating systems throughout GJHS include a chiller and TRANE rooftop HVAC units. The rooftop HVAC units are beyond the average operating life of 15-years. The rooftop units are generally constant air volume and are less efficient than new units.

As noted in the CDE report, there are concerns over the air quality in the facility. Ventilation throughout the original building is an issue and there has been reported concern due to odor.

Electrical:

GJHS does not have sufficient electrical capacity to support their current program needs and frequently experience tripped breakers throughout various sections of the building when demand is too high. Currently, the facility has 1600amp 480Y/277 3 phase 4 wire electrical system installed. The electrical system in its existing configuration, from the transformer to the panel, does not have room for additional electrical capacity to accommodate current or future electricity demands. As noted in the CDE assessment, the school's backup generator is not sized correctly to supply power to all the emergency lighting throughout the buildings, which presents a safety risk to students, staff, and visitors on the campus in the case of an emergency.

The 208V distribution switchboard is nearing the end of its useful life. Some branch circuit panels have little to no spare capacity and are near the end of their useful life. In addition, the electronic ballasts are nearing the end of their useful life and GJHS staff has already experienced some ballast failures. These features need updating to meet current and future demands.

To avoid ACM associated challenges and costs, infrastructure for past update/upgrade projects have been routed to less than ideal locations. Roof mounted piping, HVAC, and electrical conduit had a lower first cost; however, it presented the following challenges: Additional maintenance attention to verify weather tight duct, pipe, and conduit connections, exposure to vandalism, thousands of additional locations for roof leaks resulting from supports and fasteners on/through roof system and tripping hazards for maintenance staff.

Plumbing:

The plumbing fixtures are in large part from the original construction of the building in 1954. The CDE report noted the school does not have adequate plumbing to meet the program requirements. The wastewater piping system includes underground wastewater drainage piping. The main sanitary sewer line travels east from N. 5th St. to the building and enters in multiple areas. The current system is 64-years old and beyond its useful life and needs replacement. The fixtures throughout the facility are generally in functional condition; however, they have exceeded their useful service life of 30-years. Parts replacements and repairs are difficult and expensive. There are long stretches of hallways without drinking fountains or restrooms and the auditorium has small restrooms that are not adequate for program needs. Many of the water coolers in the facility are also

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beyond their average service life, although some have been replaced due to failure. The district needs to replace all fixtures with low flow type in accordance with current codes. Providing new fixtures will have multiple benefits including reducing the maintenance and repair costs, while also reducing water usage and providing savings on water utility bills.

The domestic water distribution system is composed of old steel water lines that are in danger of catastrophic failure due to age. Facilities personnel have noted that past failures have led to boiler damage and switchgear damage due to flooding from ruptured lines. The domestic water piping is 64-years old, which is 34-years beyond the average service life of 30-years. Domestic water piping systems that are beyond their useful service life have high incidences of leaks, diminished flow due to corrosion and build-up of mineral deposits, and experience increased failures. Therefore, GJHS needs to replace the failing domestic water distribution systems including all cold and hot water piping.

GJHS facility has a sanitary waste piping system that is 34-years beyond its average service life of 30-years. Sanitary waste piping systems that are beyond their average service life experience similar failure to domestic water piping systems described above. Facility staff frequently experience failures of the sanitary piping, such as clogged lines and slow drainage flow. In several restrooms, the smell of sewage gas is often present.

The 64-year-old storm water piping was installed at the same time as the sanitary waste piping system and is 34-years beyond its average service life of 30-years. Storm water piping systems that are aged beyond their useful life have a higher incidence of leaks and will experience increased failures. Ponding of excess storm water can lead to slipping hazards for GJHS students, staff, and visitors. Similar to the recommendations put forth for the sanitary waste piping system, the district needs to replace all horizontal sections of piping and replace vertical sections of piping as renovations are completed on the building.

Fire Alarm System and Fire Sprinkler:

Generally, there are no fire protection or fire suppression systems in the majority of GJHS. Most of the facilities were designed without a sprinkler system installed. There is a small sprinkler system located in the auditorium of the main building; however, fire protection sprinkler systems are needed for all areas of the facility. There are several fire hydrants located on the site in various areas, which were installed in 1954. The fire alarm system has zones throughout the building but is not equipped with voice alarm in the event of a security breach.

Accessibility:

A student, staff, or visitor with accessibility needs would find navigation of GJHS campus difficult and lacking. The facility elevator is not in operation to provide a path of egress for the disabled on the second floor. There are a few ramps at the main egress points throughout the building; however, some of the stairs and ramps are not equipped with handrails, guard rails, or landings that conform to current standards and there are thresholds that exceed allowable vertical dimensions. Many locations throughout the facility have doors that do not have the physical dimensions to allow a wheelchair bound individual to gain access to or egress from a room. Access to the upper level of the classroom wings are not compliant with current accessibility standards (ADA & ANSI 117.1). The facility is far from compliant with current accessibility standards and accommodation for accessibly challenged individuals is not feasible without major improvements. For example, one in seven group restroom water closets must be compliant, but none were found in compliance with current standards. There is not a single occupant restroom facility compliant with current accessibility standards on site.

Technology: Our technology infrastructure is outdated and in need of replacement. There is poor wireless connectivity inhibiting our teaching and learning environment. We have no technologically advanced lighting system. Some rooms created over the years of the building's existence do not have light switches in the room. In lockdown events, the teachers/staff with no light switches must travel into the hallway and physically open and turn off the power in the fuse box to kill the lights. Public and common areas such as the auditorium and gyms have limited wifi connection. Staff must utilize two-way radios as reliance on mobile phones is not a luxury we have in the building.

Special Education Spaces:

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The existing Special Education space is not large enough to adequately support any increase in special need students and their program will not be adequately supported. Currently, the special education spaces do not have enough equipment, storage space, kitchen appliances, and a dark room to support the severe needs of students currently enrolled.

Interior Systems and Finishes:

Interior partitions in the existing facility are composed of CMU, Glazed Block, and/or wood/metal stud framing with plaster or gypsum board cladding. In general, they are projected to have a 40-year life. The interior partitions throughout GJHS are functioning as intended but could be materially improved or reconfigured to accommodate current code standards, contemporary teaching methods, and varied styles of learning. There are numerous restroom toilet partitions, towel/hand-dryers, and soap dispensers missing or not operational throughout the building.

Many of the doors and much of the hardware was installed with the original construction of each building, which has not been updated to align with current accessibility codes nor do they address CDE's Public School Facility Construction Guidelines for classroom doors to be lockable from inside the classroom without a key. Besides the accessibility issues, there are significant concerns associated with the classroom doors not being adequately equipped with push button lock hardware in the event of a lock down or emergency.

GJHS has interior casework throughout the buildings that are beyond their useful life of 20-years and are projected to have far less than optimal performance. The casework systems in this facility are composed of finished wood, plastic laminate, and melamine cabinets with plastic laminate or chemical resistant countertops.

There are minimal to no acoustical materials between the classrooms and academic spaces, so noise disturbances are common during class-time.

Overcrowding Challenges:

As noted in the CDE report and confirmed by the master plan consultants, GJHS student population fluctuates; however, the school program currently exceeds the classroom spaces required to adequately support the program needs as recommended in the CDE Construction Guidelines 4.3.

The cafeteria has a capacity of 226 students, which is significantly too small to support the current student population. Facility staff noted that it is extremely loud during lunch periods and they feel that the space does not invite students to eat on campus. Additionally, the high school coaches and grounds crew feel the practice fields are deficient and suffers from overcrowding issues. The fields do not meet the program needs because there are not enough fields to support all the athletic programs at this facility. They are currently in use so heavily that there is no time between practices for the fields to receive the necessary maintenance.

In summary, GJHS has critical deficiencies for an operating high school serving many students. It should be noted that the majority of the items discussed above were the items noted within the CDE assessment that should be replaced immediately or in the near future. This school has urgent needs based on information from the professionals at CDE and our hired consultant team. If this grant application were awarded and the district were to have a successful 2020 bond measure, the new school would be opened by the 2023 school year.

Proposed Solution to Address the Deficiencies Stated Above:

In May 2018, D51 established a Steering Committee / Long Range Planning (LRP) Committee to provide guidance throughout the master plan process. Next, they coordinated an effort to recruit a large group of stakeholders from each of the communities, all school levels, local businesses and governments as well as staff and students. This group of approximately 65 people actively participated in a series of three interactive workshops led by Cuningham/Chamberlin to provide input and guidance to the District. A Shared Vision statement was created for how facilities support the D51 Learning Model, which led to establishing Principles and Standards by which to measure their school facilities. District educational leaders participated in a "gap analysis" that was complete by all school Principals, measuring the gap between their current facilities and what they wish to see to better support their educational model. The community Workshops were held in September, October, and

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November 2018, resulting in the creation of a 10-year view of the District, which included improvements to all high schools and specifically replacement of Grand Junction High School.

Although replacement of Grand Junction High School was not a new idea in the district, the community representatives in the Master Plan Workshops made it clear that it is a near-term priority. As a result, the LRP and the Board of Education supported programming and planning for a replacement facility in support of pursuing of a BEST Grant. A first step was for several GJHS staff members to visit other high school facilities. Alexandria Area High School in Alexandria, MN is a high school that was recently replaced and serves a similar target capacity as GJHS. Several representatives from GJHS toured AAHS and met with the Principal to learn about their process to achieve a community-focused design process and school culture.

The District Master Plan process and the facility tours enabled the LRP and key GJHS staff to efficiently engage in two sessions over two days to finalize a Program List of Spaces, drawing upon the existing GJHS space utilization and the CDE Guidelines; explore initial design concepts in small groups; and ultimately create a concept layout for the replacement of Grand Junction High School.

The CDE Statewide Facility Assessment and the Cuningham/Chamberlin Team's Facility Assessment documentation clearly illustrates the significant problems with the existing facility and its deficiencies. The proposed solution to replace GJHS came directly from the guidance and feedback of the LRP and GJHS staff members and focused on addressing the most critical issues and concerns.

GJHS currently is comprised of eight separate buildings, with seven on the main campus and one across North 5th St. School. District leadership has been vocal about the ongoing safety and attendance problems that result from having many entry points that cannot effectively be supervised or secured. The replacement school will consist of one contiguous building located on the main campus, which will enable GJHS to have a secure campus and build a better sense of community. With a single new building, the school can achieve its goal of having one main entry point that can be controlled by the Administration and the opportunity for a closed campus. This would significantly improve the current campus conditions, which is lacking in safety and site security.

The new school will be designed specifically around the district's learning model, which focuses on individualized, performance-based learning. This approach will allow for a variety of learning styles, including group work, individual learning, and traditional methods of teaching. Unlike the existing disparate buildings that do not share circulation or provide informal spaces for students to work together or study, the replacement facility is planned to have compact three-story learning communities arranged around a central core space that can enable a greater sense of community and connectivity. The learning communities will be better able to support the district's learning model and the opportunity to consider an academy model of educational delivery. Instructional space will be utilized in a way that compliments the learning model. As such, each student will have the opportunity to thrive in a safe and secure environment that caters to his or her learning abilities and needs. The central, open, social commons or heart to the school will further emphasize GJHS as a community school while efficiently supporting multiple program functions such as dining, gathering, study space, and the central circulation for the building. It will also serve as the pre-function area with concessions and support for the adjacent Auditorium and Gymnasium spaces, which are positioned for easy access from the Main Entry and public parking, which is critical for the many community uses that depend on GJHS today.

The more compact replacement facility allows for the current practice and competition athletic areas on the campus to be reconfigured after the existing buildings are removed, as well as a safer separation of student, visitor, staff, and bus vehicular circulation on campus. Having a new school for these students is imperative.

Our auditorium space at GJHS is truly a community center for the neighborhood and various performing arts groups. We believe through the design process, it will be under the same roof as GJHS rather than a stand-alone building on the GJHS campus, but that has not been determined. We plan to work with the various users of the auditorium in fund raising efforts and because of this, we are not including the auditorium space in our BEST grant application and while it will be a component of the GJHS project, will fund that space separately.

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Likewise, the sports fields that are needed to replace the fields where the new GJHS would be built are also community spaces. Although the fields will be a component of the GJHS project, we are not asking for funding for these athletic facilities in this grant application and will fund these fields outside of the BEST grant.

We also recognize the large budget a high school the size of GJHS is bringing to the BEST program for requested funding. We have been following other similar sized bond funding requests in other communities and feel confident with our proposed budget. It is our intention to request for a percentage of funding from the BEST program for construction, abatement, demolition and utility costs only in this replacement project and the school district will fund other components of this large project, such as the majority of soft costs, in the event of a successful bond in November of 2020.

Last year, our district brought this project in a BEST Grant application that was unsuccessful. Our bond measure on the ballot for replacement of GJHS in November of 2019 did not pass. We took the feedback from our application last year to re-apply for GJHS this year. We know we must show our conservative community we have been awarded grant funding for GJHS to go back to our voters to secure a successful bond measure. The GJHS building deficiencies are now one year older than they were when we applied for a BEST grant last year and continue to deteriorate. We have had to throw good money after bad just to keep the doors open for over 1400 students each day and we know a school replacement project is the only viable long-term solution for GJHS, a school facility well past its useful life.

How Urgent is this Project?

Based on reports from our master planning team, many of the structures and systems at GJHS have a life expectancy of 0-5 years, indicating critical and urgent need for solutions. If we were to have a catastrophic failure of these systems, we would not be able to provide a facility for over 1,400 students and 150 staff members. We do not currently have capacity at our other high schools to absorb this many students. We must act now to address this failing facility.

The District is resubmitting BEST grant this year, in the hopes of leveraging the support to engage a reluctant voting base and assist with the critical needs for a school replacement for Grand Junction high school students. Award of the grant funding will greatly assist in demonstrating the need at this facility and fiscal responsibility of the District.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District prioritizes and commits to regular maintenance of District facilities to extend their value to their students, staff and community for as long as possible. The District's Maintenance Department has an operating budget of approximately \$3 million. This includes department staff of licensed HVAC technicians, fire alarm technicians, plumbers, and electricians; as well as non-licensed carpenters, painters, roofer and grounds keepers.

The district will maintain the capital construction project upon completion of the grant, through implementation of a preventative and proactive maintenance program. Staff at all of District 51's buildings (44 total) send in electronic work orders for trouble calls through School Dude software. The Maintenance Department generates the majority of the work orders as part of a preventative maintenance program aimed to maximize the life of their buildings. The maintenance staff performs the required fire alarm inspections, services the plumbing systems, programs and monitors the building automation systems, and follows the recommended filter replacement and cleaning schedule on the HVAC equipment. The Maintenance Department contracts with qualified vendors for inspection and maintenance services on the fire suppression systems, elevators, emergency generator systems, gym floors, and roofing systems that are under warranty. The buildings are painted on an average of every six years. The average age of the district schools is 43 years old. The Maintenance Department has demonstrated over the years that it maintains our district's facilities in a clean, healthy, and comfortable condition. The district's newer facilities take a lower proportion of their resources to maintain in good condition, but they are cared for with the goal of keeping them in a "like new" condition. The annual fire department and health department inspections of the District's facilities typically find few, if any, violations with the buildings or systems at our schools.

A new school will first be under warranty by the general contractor and then maintained according to the district's regular schedules. The contractor will also provide training and operation/maintenance information to the District's Maintenance

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Department for all new components such as doors, hardware, windows and flooring. IT software upgrades will be the responsibility of the district over time, and hardware and software costs over time will be budgeted by the district.

Maintenance of a new school will be budgeted appropriately as part of the district's annual operating budget. Renewal and replacement of equipment will be funded through the district capital projects fund. The district annually transfers money into the capital projects fund from the general fund to budget appropriately for the funding required for replacement of buildings at the end of their useful life. The current amounts (2019-20) budgeted are \$100 per pupil. These transfers may increase as needed depending on the projects required each year. The Maintenance Department's preventative approach to maintenance demonstrates the District's ability to maximize the life of the new school.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The current High School, on 5th Street, was constructed to replace the first Grand Junction High School building at 9th Street and Chipeta Avenue. The old Grand Junction High served on that site from 1911-1955 and remained in partial use by the District until 1971. The original site was later converted to the Chipeta Elementary School.

The current Grand Junction High School building opened in its location at 1400 North 5th Street in 1956 and, with a few modifications, it serves in this location today. It is believed the construction of Grand Junction High School was funded through community taxes.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The existing Grand Junction High School facility, opened in 1956, has undergone several capital improvements in order to make it suitable for students. It received two small additions in 1969 and 1972, Building "C" and Vo-Tech. From 1982-85 the library, weight room and Building "D" were added. In 1998 the Math Building was constructed. The most recent significant capital improvement to the facility occurred 14-16 years ago, from 2004-06, when the Arts/Technology building was constructed. In 2006, an auxiliary gym was constructed to the east of the main gym.

In the past year, we had an emergency repair of a pair of gang restrooms that were failing. We also had an emergency repair of roof leaks. Outside of some cosmetic updates of carpeting (also requiring abatement) cove base and painting, GJHS has not had any significant capital improvements in the past three years.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Given the cost of a replacement high school needed to serve our student population, a BEST Grant application was one of the avenues knew we needed to pursue for a replacement GJHS. With a successful BEST grant, we feel we can leverage the awarded grant funding into a successful 2020 bond.

In this application, we are requesting drastically less funding from BEST than we could ask from the program based on our match %. We are requesting 9.1% of our total project cost instead of 56% that we could request. We feel the amount of 9.1% being awarded by BEST will go a long way with our community support to replace GJHS.

If awarded BEST and in the event of a successful 2020 bond, we will look at other grant funding programs to leverage those dollars such as programs from DOLA and the Department of Homeland Security.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district budgets annually through the Capital Projects Fund to address the facility's capital outlay for all district owned facilities. The district funds are allocated from the General Fund for Capital requirements are as follows and are for the entire district:

Capital Expenses
FY14-15 \$2,230,336

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FY15-16 \$800,596
 FY16-17 \$2,483,479
 FY 17-18 \$5,399,165
 FY 18-19 \$4,091,962
 FY 19-20 \$5,689,080 (budgeted)

We will continue to budget between \$100-\$200 per student for capital projects annually for the entire district.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The average annual utility cost for gas and electric at GJHS was \$158,277 in 2016, \$182,462 in 2017 and \$156,879 in 2018.

We anticipate seeing a reduction in energy and water utility costs with a replacement school. Estimates are a reduction of 25%-35% of these costs on average.

Current Grant Request:	\$9,999,538.28	CDE Minimum Match %:	56
Current Applicant Match:	\$99,885,497.72	Actual Match % Provided:	90.9
Current Project Request:	\$109,885,036.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	2020 Bond Election
Future Grant Requests:	\$0.00		
Total of All Phases:	\$109,885,036.00	Escalation %:	8.5
Affected Sq Ft:	232,606	Construction Contingency %:	7
Affected Pupils:	1,452	Owner Contingency %:	7
Cost Per Sq Ft:	\$472.41	Historical Register?	No
Soft Costs Per Sq Ft:	\$61.51	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$410.90	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$75,678	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	180	Who owns the Facility?	District
If owned by a third party, explanation of ownership:	0		
If match is financed, explanation of financing terms:	N/A		

Financial Data (School District Applicants)

District FTE Count:	20,750	Bonded Debt Approved:	\$118,500,000
Assessed Valuation:	\$1,775,013,546	Year(s) Bond Approved:	17
PPAV:	\$85,543	Bonded Debt Failed:	\$179,500,000
Unreserved Gen Fund 18-19:	\$12,142,902	Year(s) Bond Failed:	19
Median Household Income:	\$53,519	Outstanding Bonded Debt:	\$183,730,000
Free Reduced Lunch %:	49.1	Total Bond Capacity:	\$355,002,709

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Existing Bond Mill Levy:	10.338	Bond Capacity Remaining:	\$171,272,709
3yr Avg OMFAC/Pupil:	\$2,797.48		

● **Facilities Impacted by this Grant Application** ●

PLATEAU VALLEY 50 - PK -12 Renovation & Replacement - Plateau Valley ES/MS/HS - 1959

District:	Auditor - Plateau Valley 50
School Name:	Plateau Valley ES/MS/HS
Address:	56600 HIGHWAY 330
City:	COLLBRAN
Gross Area (SF):	95,785
Number of Buildings:	1
Replacement Value:	\$28,641,383
Condition Budget:	\$14,758,025
Total FCI:	0.52
Adequacy Index:	0.39



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,650,865	\$3,004,936	0.82
Equipment and Furnishings	\$958,332	\$283,865	0.30
Exterior Enclosure	\$4,640,470	\$1,904,507	0.41
Fire Protection	\$424,578	\$543,803	1.28
Furnishings	\$1,583,437	\$297,009	0.19
HVAC System	\$2,033,557	\$1,450,382	0.71
Interior Construction and Conveyance	\$5,667,494	\$3,048,655	0.54
Plumbing System	\$1,926,605	\$1,573,529	0.82
Site	\$3,595,560	\$3,484,999	0.97
Structure	\$4,160,486	\$47,094	0.01
Overall - Total	\$28,641,383	\$15,638,779	0.55

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Applicant Name: PLATEAU VALLEY 50

County: Mesa

Project Title: PK -12 Renovation & Replacement

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

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

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

PVSD formed in 1950 serving the Towns of Collbran, Mesa and Molina and unincorporated Plateau City. Grand Junction, the closest major city and airport, is located 40 miles from the school. PVSD's boundary area is 802 square miles stretching through the Grand Mesa, including Powder Horn Ski Area and Vega State Park.

The population is approx. 1,400 residents. PVSD includes a Job Corps HS, administered by the US Department of Labor, at a different site that enrolls 125 secondary students. PVSD is the largest employer with 68 staff. Our identity is tied closely with the Grand Mesa, the world's largest flat top mountain with over 300 lakes known for recreation opportunities.

Economic drivers in PVSD include agriculture and tourism, both of which are subject to economic booms and busts. A large % of households have residents commuting outside PVSD daily. The major oil/gas company in our district boundaries was Occidental (Oxy). In 2011 and 2012, Oxy overvalued their leasehold and overpaid the county in taxes. Oxy discovered this in 2013 and they petitioned the county for a refund of the taxes. In 2017, the Supreme Court of CO ruled Oxy could collect the refund plus 12% annual interest on the overpaid taxes. For our district alone, this calculated to be approximately \$630,000 for tax year 2011.

The free and reduced rate is 36%. We believe our free and reduced lunch qualifying population is drastically higher than reported. Our community is prideful and hardworking and qualified homes do not apply out of perceived weakness of asking the government for help. Our teachers repeatedly report students in school who are not believed to be receiving proper nutrition at home and we are equipped to offer free breakfast to all students regardless of status. A food bank sends home at least 18 bags of food with students every week. PVSD was featured in the 2013 food documentary "A Place at the Table" examining hunger in Colorado. The documentary noted "the filmmakers found Collbran, a tiny town that is working hard to feed its people and reduce the stigma of seeking help".

Our maintenance program is led by staff with a variety of skills. The director has kept a detailed and chronological list of all maintenance performed on the facility since 1982. This director was recently awarded a national award for custodians. The master plan consulting team was stunned by the apparent good condition of the school at first glance, given its age. Only when taking a deeper dive into the infrastructure of the facility, were major deficiencies discovered on some systems that have been maintained for over six decades.

We've been fortunate to have been awarded 2 BEST grants. Without assistance from the BEST grant program, we would not have had the funding available. In 2014, we were awarded for abatement. In 2016, we were awarded for RTU units in our 1959 building. The RTU project completed in December of 2016. Our proposed solution in this grant application would continue to utilize these RTUs into the 22-23 school year.

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PVS has 304 students enrolled in pk-12. Our school district is “Accredited”. Our graduation rate is 90% within five years. It is difficult for us to offer high level math and science due to lack of teaching applicants. We offer 4 AP courses and dual-enrollment at a community college in Grand Junction. 2 of our HS teachers hold master’s degrees. In the class of 2019, 69% of our graduates went onto higher education, trade schools or the military. Being a community comprised of ranchers, our agriculture program at our school is popular. Participation in Future Farmers of America (FFA) is high. Our FFA chapter has won numerous awards in the past five years, some of which were on the national level.

Deficiencies Associated with this Project:

CDE completed the facility assessment for our existing 95,750 SF school, which includes an attached transportation & maintenance area, in July of 2018. Per this report, the FCI of the building was rated at 0.46 and the site was rated at 0.84. Upon further investigation with our master plan design professionals, a few deficiencies were omitted from the CDE report which would have increased the FCI of our school. These items include necessity of bringing natural spring fed water supply up to current standards and fire suppression requirements, sanitary sewer system pumps owned by the Town of Collbran needing to have backup power installed and CDOT requirements for improvements to Colorado Highway 330. After factoring in these items and removing the 2006 portion (27,700 SF) that will remain in our proposed solution, the revised FCI score as calculated by the master plan team is 0.76, indicating a strong candidate for building replacement. CDE’s Adequacy Index score was 0.39, indicating a strong need for improvements.

The deficiencies our school faces are a result of years of “band-aid” reactive instead of proactive solutions to our needs, as evidenced by six additions over the life of the building. The cafeteria has had four different small additions or renovations in a small space. Our community is historically lower income than the state median and asking for bond money is a challenge. Previous boards of education proposed facility options they could fund from the existing budget or projects they felt the community would support with a ballot measure. As noted above, we have a phenomenal facilities manager, but with his looming retirement, we do not know that we will be able to find someone as attentive as he has been throughout his career.

In late 2018 district administration and the school board decided, upon review of the CDE assessment reports, to engage in a thoughtful long-term master planning process. Through a competitive procurement, we selected an educational master planning firm comprised of architects, engineers and a western slope general contractor for cost estimating. Given the school’s proximity to a Colorado State highway, the district added a transportation engineer to consult on CDOT requirements and safety improvements. The district commissioned a water demand study from the Town of Collbran’s consulting engineer. The district also engaged an owner’s representative, technology consultant and an environmental consultant to round out the master plan team. An ecologist has been consulted for wetlands considerations. The master plan team undertook a thorough facilities assessment and planning process to provide more detail to the work done by CDE staff.

Deficiencies at PVSD are critical and need to be addressed. These items can all be categorized as Priority One items: Safety, security, health & technology. More specifically, these deficiencies include, security, hazardous materials, water supply, HVAC, sewer service & plumbing systems, indoor air quality, fire sprinkler system, electrical systems, technology, roof and building envelope, site safety, food service equipment, ADA accessibility and interior systems. Each of these will be noted with the Priority One category(ies) in which they fall.

Security (Security, Safety, Health, Technology): schools built in the 1950’s did not design security into the facilities as we would see in a modern school design. PVSD is lacking a safe and secure entry vestibule, access control system, integrated panic button or visibility to see who is approaching the building. There is no physical barrier to prevent a vehicle forced entry. The bell and PA system are over 20 years old and have reached the end of their life cycle. The PA system has been patched on many times over the years with the inability to control volume in locations across the school. Except for the 2006 addition, the school’s fire alarm has old horn strobes, but no communication functionality with speakers for voice evacuation, something that is standard and code required in modern school facilities. The district does the best they can with the facility, but the administration area is approximately 60 feet away from the front entry. The front entry door is not locked during the school day. Upon walking 30 feet up a ramp after the front entry door, and past a door that leads into the library, there is another set of double doors that are locked with a security camera so the administration staff can see who is at that second door and unlock it. There is no way for visitors to check in with the staff without being allowed full entry access into the school. We have 30 security cameras that are 9 years old currently functioning. The ones we have on the exterior provide grainy images that are difficult to see. We have 10 cameras that are over 20 years old and do not function but have been left in place to

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deter unwanted behavior. Our front office staff does not have access to live footage of our cameras. The interior and the exterior of the gym do not have cameras. There are 31 exterior doors, nine of which are located in classrooms, and they are original. They do not have door positioning sensors nor exit egress exterior lighting, and many have a drop right outside the door that is dangerous for emergency situations as well as accessibility. There are no identifiable markings on the exterior doors to communicate with emergency responders. We do not have a security card reader system at any entries. Where we do have panic hardware, it is the non-code compliant lever handles, not push bars, with the concern the doors could be chained closed. Our classrooms have vertical blinds on the windows which have missing panels and often malfunction. This condition allows sight lines into classrooms vulnerable during an emergency. Some door hardware is a mix of various ages and types of levers/knobs that are unable to lock with one motion to meet current code. Our agriculture and greenhouse program is popular with students and essential to our community. There is no way for students to access this program space without having to leave the building and cross a service drive to this area. The door to the agriculture program is not secured during the school day. There is no restroom in the agriculture program space, therefore students must exit the classroom to the outdoors and cross the drive lane to access the restroom in the 2006 addition. Standard safety design and protocol today would not have our students exiting the building to get to class or to use a restroom. The gym locations are not separated and securable from the academic learning space. Therefore, if we have a game starting in the early afternoon, visitors can enter to attend the game, but then have access to the entire school facility while students are still in the academic spaces.

Hazardous Materials (Safety, Health): PVSD worked with an environmental consultant to assess all suspected areas of hazardous materials in PVSD. Over the years, the district has prioritized abatement as capital improvements were made. Asbestos containing materials (ACM) can be found in floor tiles, floor mastic and the roof mastic. The ACM abatement has been budgeted through an abatement contractor familiar with working on the Western Slope. On the Western Slope in the mid-century, free mill tailing sand was provided by a uranium mining company in Utah for building materials. Many buildings in Grand Junction have been identified to contain this hazardous material, utilized for concrete and grout materials. Through the master plan process, in reviewing CDPHE records, we have learned uranium mine mill tailing sand was utilized in building materials in the 1959 original building for PVS. Our environmental consultant has provided information on how to mitigate these hazardous materials for our proposed solution. In addition, our chemical storage for our science room is considered insufficient and in need of improvement and we do not have a working fume hood.

Water Supply (Safety, Health, Technology): The water supply to the school is through a natural spring, of which the district has water rights. It is original to the 1959 building and in need of upgrading to meet current standards. In addition, the water storage tank is too small to supply the partial fire suppression to the current building per NFPA 1142. The current tank is 20,000 gallons and code requires over 42,000 for the current partial sprinkled area and over 128,000 gallons if the entire building were to become sprinklered. Our water pressure was measured at 40 psi, which is considered low. As noted, the district engaged the town's consulting engineer (SGM, Inc.) for a water demand study to bring the town's water line to the school. While the town can supply enough water for the domestic service, it is incapable of providing water for a fully sprinklered building. With this information, the team looked at the deficiencies of the existing natural spring and required improvements to continue utilizing this water source in the future. It was learned that the existing spring collection system does not collect water as efficiently as it could if it were replaced. With the need for additional water storage, the collection system would need to be upgraded. The system also needs an update of chlorine contact time to sanitize the spring water as drinking water. The domestic water line to the building is original and beyond its useful life. While there are not drinking water quality concerns from the spring, there are concerns from within the existing plumbing infrastructure. The drinking water in the school has passed CDPHE standards, but with the beyond useful life condition of the domestic water distribution system, there is concern of leaching metals into the drinking water for the school. Our irrigation water does not have a state-regulated monitor that allows for state to shut down irrigation supply if there is a call on the Colorado River water rights during a significant drought season, something that we have been asked to install by the state.

HVAC, Sanitary Sewer and Plumbing Systems (Safety, Health, Technology): The school is served with a variety of mechanical systems, due to the various renovations and additions which have occurred since the initial construction in 1959. The original 1959 structure is currently served primarily via gas heating and electric cooling single zone rooftop units replaced 4 years ago, however there are some limited terminal heating devices and locker room units served via hydronic heating from a central boiler plant. The 1982 shop addition area is served via gas heating and electric cooling via single zone rooftop units, along with gas fired unit heaters and makeup air units, all still original to 1982. The 1997 addition areas are served via gas heating and

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electric cooling single zone rooftop units, also original to 1997. Finally, the 2006 addition area is served via original gas heating and evaporative cooling rooftop units at the locker areas, and gas heating and electric cooling rooftop units at the gymnasium and auditorium. For a single facility, it would not be recommended to have such a hodge-podge of systems from an efficiency and ease of maintenance perspective. The evaporative cooling units do not work well in our 2006 addition and are recommended for replacement to a functioning cooling system. Hard water in the evaporative coolers has caused the fans for the make up air to the 2006 addition spaces to not work appropriately. In the winters, the heating at the 2006 addition shuts off constantly and the equipment needs replacement. Our facilities manager must come to the school and check the heating in these areas every weekend during the winter.

Despite the good condition of the roof top equipment, the engineering team found the distribution associated with this equipment is poor. Apart from the new ductwork distribution installed with the 4-year-old rooftop units at the original 1959 structure, all distribution throughout the original structure, 1982 addition and 1997 addition, is in poor condition including ductwork, domestic water piping, hydronic piping, storm and sanitary services.

Temperature control systems consist of one common system for the 4-year-old rooftop units replaced on the original structure. All remaining equipment throughout the facility is provided with local control only via thermostat or control panel (such as the local boiler controller.) A more modern facility would have a central, technology-based, temperature control system that would increase energy efficiency throughout the building.

Plumbing systems were installed in accordance with the various renovations and additions. Storm and sanitary services remain as installed with the original structure and various additions, therefore much of our plumbing infrastructure is 61 years old. There are no low flow plumbing fixtures in the facility, which would be specified in a modern facility for water conservation. Hot water is circulated from the boiler room to the elementary to the middle school portion of the school. This circulation line was installed in the 1990's. The circulating line allows more hot water to be available faster at the cafeteria with a constant flow of hot water. This pipe leaks about four times per year. Over winter break 2019-20 a leak flooded the football storage room and was actively spraying until a facilities staff member found the leak.

The sanitary line from the kitchen and cafeteria continually backs up with food waste. When the line was viewed with a camera, it showed fluctuation in slope and in some places where settlement has caused negative slope. The sewage backup occasionally overflows the cleanouts in the cafeteria. The facilities staff uses a wet/dry vacuum to hose out the sewage so that the students lunch periods are not disrupted. This has happened four times in the past two years, and seven times in the past 17 years, indicating the problem is occurring more frequently.

Our boiler system has no redundancy in the event of a failure. With the cold winters on the Grand Mesa, we would have to close portions the school until the equipment could be repaired causing major disruption to the learning environment.

Indoor Air Quality (Safety, Health): The CDE Adequacy Assessment scored indoor air quality as a 1, the lowest rating, because of reported concerns in the elementary and middle school wind additions having odors. It was also recommended these areas need more efficient economizers to lower the Carbon Dioxide levels in those areas. Our middle school science classroom is a regular classroom, not usable for lab work because it does not have proper ventilation. Our high school science classroom does not have an operating hood, so chemistry experiments are drastically limited. Our restroom vent fans are beyond their useful life and do not function efficiently. Our wood shop does not have a dust collection system. We do not have a separate and properly exhausted finishing room in our shop, so these activities either take place within the general shop area or outside. Our welding shop program does not have proper ventilation.

Radon is the second leading cause of lung cancer per the American Cancer Society and World Health Organization. Through the master plan process, we had our building tested for radon by our environmental consultant during winter break in December of 2019. Test results indicated our stage and locker room areas had over the EPA limit for mitigation. The locker rooms were found to have three times over the EPA limit for mitigation. Because of the presence of uranium mill tailing sand, the environmental consultant noted the radon level may be elevated related to the hazardous building materials. Our proposed solution would demolish the areas where the high concentration of radon was found.

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Fire Sprinkler (Safety, Security, Health, Technology): Only the 2006 portion of the facility (proposed to remain) has a fire suppression system. The other 2/3 of the building, utilized for all academic classroom spaces, has no fire sprinkler system. As noted above, the existing water storage tank for the sprinklered portion of the building does not meet fire code. There are also cross corridor security gates throughout the building that do not meet current fire code, and there is no voice evacuation fire alarm system.

Electrical System (Safety, Security, Health, Technology): The school buildings are served by three electrical services, which are 1200 Amps, 1600 Amps, and 100 Amps, served by (2) pad mounted utility transformers. The 1200A, 208Y/120V, 3 Phase, 4 Wire Service serves the original part of the building. The greenhouse within the agriculture program does not have sufficient power to serve the program with indoor growing lighting necessary. In the green house, students use a lot of extension cords and power strips for lighting and operation of fans. In a modern facility, the service would be 420V and consolidated for efficiency simplify configuration as well as providing additional capacity for the building and accommodate future new equipment. There is no phase protection in our system. As noted by the engineer and CDE assessment, the electrical system is almost at capacity. The school does not have a backup generator. The lack of a backup generator is significant. First, there is no electrical backup for the town's sanitary sewer pump for our facility. If the electric to that pump goes out, we have approximately 20 minutes to shut down and another 25 minutes to transport our students home before sewage backup would occur. Secondly, all our emergency lighting is provided with stand-alone battery packs throughout the building, causing a maintenance hardship. If we had a backup generator, we could have our emergency lighting backed up through the generator.

There is an exterior mounted switchboard located in the courtyard outside of the boiler room. Most of downstream panelboards are mixed manufacturers and installation from original build, 1980s installations, and 1990s installation. The electrical engineer noted these critical services are near the end of their life cycle. The original panelboards, which utilized General Electric equipment does not have many spares nor spaces available within each panel.

As time has passed, the facilities director has a more difficult time to find replacement parts for a system of this age. The system is beyond its useful life and the facilities director fears he will be unable to source parts, leading to difficulty keeping the school open when electrical systems fail. Many areas, including classrooms, still have fluorescent light fixtures, in which studies have shown can contribute to poor learning performance. We have attempted to replace burned out fluorescents to retrofit them with T-8 replacement lamps when the budget allows. The exterior lighting is inadequate and unsafe in the dark. We fear someone could be injured by not having adequate lighting at the exterior and parking lot.

We do not have a computer lab. Students utilize Chromebooks for educational purposes during the school day and convenience receptacles are extremely deficient given the vintage of the building. To compensate, surface mounted wire mold/outlets and extension cords/power strips had been added and utilized throughout the years to accommodate user's need in classrooms, office/work area. During a given class period in our media center, the floor is crisscrossed with extension cords causing a trip hazard.

Technology (Security, Technology): PVSD IT Systems are comprised of six main components: low volt cabling/infrastructure, core network systems, wireless network, user computer hardware, servers and phone. These systems vary in age and availability of support from the manufacturers. The district is functioning with the systems in place, but upgrades are needed and most of the hardware will need to be replaced in the next 24 months to maintain security and reliability.

The low volt cabling at the school is a mix of varying products. The core network and wireless systems are aging and will need replaced. User computer hardware and server systems at the school vary in age and resources for their use. Almost all systems are out of warranty and are recommended for replacement. The server system is in need of replacement. The hardware is out of warranty and no longer adequate for the needs of the District.

Lack of power and technology infrastructure as well as outdated equipment inhibit delivery of the most basic education at times. Unreliable WiFi and internet connection, Smartboards or laptops that don't work, and lack of power availability take time away from teaching and learning. In addition, the classroom projection technology that has been noted by teachers as being too small for students to see. In addition the thick walls of make adequate wireless coverage and access a constant

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challenge.

Roof and Building Envelope (Safety, Security, Health): The roof system at our facility is a mixture of spray foam (1959 & 1982), ballasted EPDM (1989 & 1997) and fully adhered EPDM (2006). The spray foam section has had foam re-applied many times over the years. This has led to deficiencies such as impediment to proper drainage, subsurface air bubbles prone to puncture and difficulty finding leaks for repair. The current re-coat is 10 years old, with an approximate life span of 5 years. Existing skylights have been foamed over in lieu of removal. There are primary roof drains, but no overflow drains. The ballasted EPDM has observed significant tenting of the membrane. This roofing system makes finding more and more frequent roof leaks nearly impossible. This system has overflow scuppers, but they have been installed higher than industry standard resulting in pooling after a precipitation event. All roof flashing and fascia from the 1959, 1989 & 1997 portions are in deteriorated condition and should be replaced.

Thirty-one rooms out of 40 rooms in our facility have leaks from the roof, disrupting our learning environment. Almost all the rooms with roof leaks are classroom spaces. The music teacher often utilizes a flower vase to catch water leaking into her classroom. The facilities staff utilizes turkey roasting pans and places them above the ceiling grid until the leaks can be repaired. Some of these turkey pans have been located above our grid ceilings for six years. Our facilities staff is constantly replacing or painting ceiling tiles, taking up valuable time that could be spent on other maintenance items. Leaks from the ballast system require constant chasing and can take years to fully identify and fix. With the amount of moisture infiltration, we are concerned about the potential for mold growth in our academic spaces. Because of chronic leaking of the cafeteria roof, our maintenance personnel installed what can be best described as an indoor gutter system. They have devised a system to collect the leaking roof water above the ceiling grid and funnel it into a gutter system that exits into an indoor floor drain. Prior to installing this system, facilities staff were replacing ceiling tiles in the cafeteria two times per day during heavy storms.

The building envelope has several significant and critical deficiencies. Exterior windows are original from the 1959 building and have cracked seals and worn frames. Exterior windows from 1989 and 1997 portions are original and have deteriorated sealant, worn frames and damaged screens. These windows, in addition to being steel and without a thermal break, do not have low e glass. The Mechanical Engineer and Architect on the master plan team noted the building envelope is in poor condition and not compliant with current energy codes. After an analysis conducted by the architectural and engineering team comparing existing envelope systems to current code, it was determined that 74% of the entire facility's walls and 46% of the facility's roofs are performing at less than 50% of the current 2015 International Conservation Energy Code.

The overhead doors utilized for our agriculture program and transportation bay are beyond their useful life and not thermally insulated. The caulking in masonry control joints throughout the building is deteriorated and cracked. Water infiltration can be found at the cafeteria foundation and exterior wall. Water infiltration can also be found at the agriculture and auto shop. Evidence is interior water staining on the walls, exterior deterioration on the stucco and efflorescence of the brick veneer throughout the building. The agriculture program has a prefabricated greenhouse attached to the program area. Many of the greenhouse panels have failed over time and have been replaced with plastic sheeting (similar to a painter's plastic drop cloth). Additionally, the floor of the greenhouse is dirt and the entire structure provides very little insulation during the cold winter months.

Site Safety (Safety, Security, Health): PVS is located directly on Colorado State Highway 330. The speed limit reduces from 55 mph, to 45 mph to 40 mph right before our school driveway entry. Highway signs state the school zone is also 40 mph when blinking, which is no lower than the stated speed limit. With the heavily utilized state highway, most motorists do not reduce speed to 40 mph at our school and tend to continue to travel by with speeds of 60-65 mph+. Our driveway, which is not at a 90-degree angle to the Highway, but almost a U-turn maneuver for those making a left turn into our campus, is an extremely dangerous condition. Additionally, the main entry drive is on a curve of Highway 330 impacting visibility of high-speed vehicles. While, to our knowledge, there has not been a serious accident at the intersection, we do know of many close calls over the years, especially with our student drivers. Our cafeteria, media center and front entry are only 100 feet away from the highway and a motorist or large industry semi-truck frequently passing by PVS that may lose control would easily crash into our heavily populated areas of the school. Our traffic consultant noted the Highway continues to be two lanes at the entry to the school, with no appropriate acceleration and deceleration lanes to enter and exit the campus that would be required by CDOT with any new development.

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Upon entering our campus, we do not have a separate bus loop drop off for bus riders. Bus riders are dropped in the parking lot right at our front entry. There are not adequate ADA parking stalls and our accessibility challenged students must be dropped off at a separate location on the back side of the facility for ease of access to the school. There is not a separate service delivery area from pedestrian traffic. The facility takes deliveries at the main entry with the delivery trucks parking along the sidewalk curbing. Our site lacks proper site way-finding signage to direct pedestrians and users appropriately. Our parking lot does not have appropriate site lighting.

After review, the Civil Engineer noted that most of our asphalt paving is cracked and should be replaced. The asphalt is crumbling in areas that make pedestrian access a trip and fall hazard. In addition, some of the sidewalks have sloped over time that they are considered a slip and fall hazard as well.

We have no separate pre-k play yard which is not in compliance with licensing requirements. Our pk students play on the existing play yard, with equipment last upgraded in the early 1990's. Fall zones in our existing play yard are not compliant with today's codes. The depth of the pits is not deep enough to have the depth of fall material required by today's standards.

The Civil Engineer noted our outdoor athletic facilities did not meet standards. Our track and field are utilized heavily by our students for Physical Education and after school sports. We have the only football field or track in our entire district. The next closest field is in DeBeque, 30 miles away. Our gravel running track is uneven and would not meet any CHSAA standards to hold a competition. The football field grass is also lumpy with many potholes throughout the sod surface as it has not been crowned since the early 1990's.

Food Service Equipment (Safety, Health): With the exception of a few replacement pieces over the years, the majority of our food service equipment is between 20-30 years old. Per the Adequacy Assessment Report, and confirmed by the electrical engineer, there is not enough power for any additional or modern food service equipment. The prep area is considered too small by today's food service standards. In 2004, an additional freezer was installed in the cafeteria, with walls framed around it. This makes the cafeteria space awkward for utilization by our students. Our aged kitchen equipment makes preparing fresh, healthy food choices difficult and our food service manager must rely on processed and pre-packaged foods with added sugars and preservatives. A modern kitchen facility would improve our student's access to healthy food choices in a community with widespread food insecurity.

Americans with Disabilities Act Accessibility (Safety, Health): The master plan team noted the site does not meet ADA compliance as the school was constructed prior to ADA standards being incorporated into architectural design. There are sloped and cracked concrete and asphalt paving areas throughout the entire site. Our play yard does not meet accessibility requirements and our students will carry one of our current wheelchairs bound students to the area so that she can be part of the group. The concrete basketball court, used heavily at recess time, has large cracks that are a safety concern. In addition, the interior also does not meet ADA in many of the bathrooms nor with the handrails/guardrails. The aforementioned elementary student who is wheelchair bound has difficulty moving from one area of the building to the others as the ramps in the original 1959 building are too steep. The exterior access to the specials programming traverses an outdated outdoor classroom terraced into the courtyard with limited. This particular student rides the bus to school each day. Except for this elementary student, all the other students exit the bus at the front entry. The disabled student must wait on the empty bus for it to be driven to the back side of the school after the other students have exited. She is then able to be brought into the school from the rear of the building where there is one appropriate ADA entry. We do not feel this student's needs are addressed as a modern facility would provide for her. When the master plan team held a student design charrette, the number one concern of all the 4th grade students, was that their classmate did not have accessible accommodations in which to learn. Seeing this awareness and advocacy from her peers highlighted to the design team the lack of accessibility features in the facility.

Interior Systems (Safety, Security, Technology): The CDE assessment noted that almost all interior systems such as casework, flooring, windows and plumbing fixtures are beyond their useful life. These items were confirmed by the master plan team and replacement was recommended.

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The majority of the deficient systems discussed above were noted in the CDE assessment recommending replacement by 2021. This school has urgent needs based on information from the professionals at CDE and our hired consultant team. If this grant application were awarded and the district were to have a successful 2020 bond measure, the new school would be opened during the 2022-23 school year.

Academic Programming: CDE's Adequacy Assessment report and our master planning team identified while we have adequate space overall for our student population, many program spaces are insufficiently sized and structured to support the programs in which they serve. In addition to facilities deficiencies already addressed in various learning programs above, the Master Plan Team has identified the following educational environment deficiencies that inhibit delivery and have a detrimental impact to the learning environment:

STEM: There is a popular STEM and Robotics program in place at the school for middle and high school students, with each operating out of independent spaces. However, the current location of the STEM classroom is not ADA accessible unless a student enters from outside the building; in addition, secure access from the building must come through the music room. The school started both programs rec

Proposed Solution to Address the Deficiencies Stated Above:

District's Master Plan Process: After receiving the CDE facility assessments, our administration and board of education agreed we needed to address our facility deficiencies immediately with a thoughtful process. Our district has never undertaken a master planning process, which most likely led to some short-term decisions on additions to the facility in the past decades. We wanted a road map for a facility plan to study where we have been, where we are currently and where we want to move to from a facility and academic standpoint into the future. It was important to engage in a new master plan process to evaluate and prepare to meet the rapidly expanding needs of our school. Through a procurement process, the district hired TreanorHL to lead and complete the new master plan, which was approved by the Board of Education in January 2020.

The district formed a visioning team to guide the master plan process. The visioning team included 14 members from a variety of stakeholder groups, including PVSD staff, students, parents and community leaders. Meeting between July and December 2019, the visioning team established core values for the master plan; oversaw the facility assessment process and demographics study; evaluated options for the master plan; toured recently completed schools in our neighboring districts; and established the final priorities. The core values for our facilities, used throughout the master plan were:

- Excellence. Provide an exceptional environment for our students and staff. A personal commitment to excellence is expected of all students, parents, staff and community members.
- Responsibility. Be accountable for actions and results. To efficiently manage district resources and effectively incorporate them into this process. Local businesses, private and public agencies and the entire community are integral partners in the educational process
- Safety. A safe, innovative and supportive learning environment is maintained where resources are allocated to support social-emotional well-being, student learning, technology and collaboration.
- Integrity. Integrity and transparency to do what we say we will do and conduct ourselves accordingly throughout the process.
- Communication. Communicate every aspect of the process with the upmost clarity and honesty. To be proactive at this level to inform community of the process and have the ability to address concerns/questions as they arise.
- Community Pride. The project should invoke a sense of pride in the community, and enhance community development.

Working alongside the visioning team was an executive committee made up of the superintendent, business manager, facilities director, two school board members, principal, vice principal and representatives from TreanorHL and NV5, our owner's representative. The master plan team has had focus group meetings with the entire staff, elementary students (4th grade representatives) and middle school students (7th grade representatives). Three high school students served on the Visioning Team. The district has also been keeping the larger Plateau Valley community informed about the process through

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board of education updates and hosting an evening community meal and information session. The district has recently engaged a communications consultant to assist in community outreach and engagement over the next year.

TreanorHL's team was comprised of MEP Engineers (ME Engineers), a Civil Engineer (JVA), a Structural Engineer (Martin/Martin) and a cost consultant (FCI Constructors). FCI Constructors has extensive experience building k-12 schools in the area. Once all the deficiencies were identified by the master plan team, FCI provided a thorough estimate by line item for costs to address each deficiency. FCI also provided the cost of the new construction option. NV5 then developed an overall budget for each option to include soft costs.

Facility Solution: The Visioning Team and Executive Committee reviewed at several options to best serve the needs of the students in PVS. First, Option #1 included a renovation to address the deficiencies identified by CDE and the master plan team. Second, Option #2 included all the work in Option #1 plus a secure vestibule and new VoAg program space. Option #3 included demolition of all existing spaces prior to the 2006 addition and new construction to replace the aging facility. All options were priced to include hard costs and soft costs. The master plan team provided a life cycle opinion for all three options with Option #1 and #2 at about 20-25 years and Option C at 50+ years. Costs for Option #1 were just under \$30M, Option #2 at approximately \$35M and Option #3 at approximately \$40M. At this point in the process the Visioning Team and Executive Committee were leaning towards Option #3 as a path forward, but they wanted to gain feedback from the larger community prior to making a final recommendation.

PVSD convened a community meeting and meal in November 2019 to share progress on the master plan, present the three options and solicit input on setting project priorities moving forward. Over 100 community members attended the meeting. After learning about the district's motivation to engage in a master plan and the progress to date, the three options that were evaluated by the Visioning Team were presented. A good Q&A discussion ensued after the options were presented. At the end of the meeting, each attendee was asked to vote, through anonymous polling, their choice of plan to move forward. Every single member of the community present voted for the plan we are proposing in the BEST grant application: Option #3 – Keep the 2006 addition and replace the remainder of the school facility.

It is thought the primary reason the entire community who attended the information session was unanimous in Option #3 was that the costs of Option #1 and Option #2 were not hugely different than the cost of building new spaces. In addition, the life cycle to build new would provide a 50+ year facility for the community. A renovation option would provide about ½ of that life cycle.

After the community meeting, Option #3 became the apparent and unanimous choice for a solution and BEST grant application. In January of 2020, TreanorHL and NV5 held two in-depth information and programming sessions with the entire school staff, superintendent and principals to refine the program for the solution.

The new school construction will be 82,677 SF and will be attached to the existing 2006 addition (27,700 SF). The new school will be designed for modern security, energy efficiency, accessibility, free of hazardous materials, conducive to 21st century learning, provide for teacher and student collaboration space and allow for all of our pk-12 students to learn under one roof in an equitable learning environment regardless of grade level or physical disability. We will have a fully fire sprinkled building with upgrades to our water storage and supply system. The food service area will be upgraded and appropriate for preparing and serving healthier meals. Our VoAg program will have proper spaces to deliver this important educational opportunity for our students' future careers. The site plan provides for the main entry to be moved much farther away from the State Highway, properly lit parking lots and a 90-degree safe turn into the site. The front entry will be obvious for visitors and our administration staff will have a direct line of sight to see who is approaching the building. We will incorporate a security vestibule, upgrade security cameras and work with the design team to secure the exterior of the school using proper building materials and technology solutions. Technology deficiencies will also be addressed with updated modern infrastructure with new servers, switches and wireless access points throughout the new facility, as well as new end-user devices for students as needed. We will build an ADA accessible play yard. The addition will have a radon mitigation system incorporated into design. Our pk program will have a separate play yard for students to meet licensing requirements. Our 2006 portion will need limited work to the MEP systems and minor renovation to open up spaces in which to have more effective and flexible learning environments. Given our new door hardware project, we will reuse as many of these sets as possible in the new construction.

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If we can find an appropriate location to re-use our newer RTUs for HVAC, we will incorporate that into the design.

The district will analyze options as it relates to pursuing LEED, CHPS or Green Globes and commits to pursuing one of these programs and targeting the certification level required by BEST. We commit to having efficient building envelope and infrastructure systems.

With a successful BEST grant and 2020 bond measure, design would commence in the fall of 2020, construction would start in the summer of 2021 and students would be able to use their new facility by mid-way through the 2022-2023 school year (occupancy December of 2022). Students would continue to use PVS for the 2020-2021, 2021-2022 and half of the 2022-2023 school years. The existing facility would then be abated and demolished in the winter/spring of 2023 and the athletic field and exterior restrooms will be built where the existing school sits today during the summer of 2023.

How Urgent is this Project?

Given this facility is the only facility in our district of over 800 square miles, we must continue to have our students attend school in this building.

If any of our systems fail that are critical to operating the facility, then we would have a crisis with no adequate space to educate our students who attend PVS. Outside of the BEST Grant program, we would be unable to fund raise the large amount of funding needed to address band-aid solutions nor build a new facility.

The foam roof section of our school, which is failing, was estimated by FCI Constructors for cost to replace. With soft costs and abatement costs, the roof replacement alone would cost almost \$3,000,000. Replacing this roof at this cost would not include addressing any other known deficiencies.

As we learned through our master plan process, the condition of our facility's infrastructure is poor and in desperate need of upgrading. We must avoid throwing good money after bad to keep the inefficient systems running.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

PVSD prioritizes and commits to regular maintenance of our facilities to extend their value to our students, staff and community for as long as possible. A new school will first be under warranty by the general contractor and then maintained according to our regular schedules to ensure all manufacturers warranties stay in effect. The contractor will also provide training and operation/maintenance information to our maintenance department for all new components such as doors, hardware, windows and flooring. IT software upgrades will be the responsibility of the district over time, and hardware and software costs over time will be budgeted by the district.

Per CDE's recommendations, we will implement a facilities maintenance plan for the new school. This plan will provide documentation and direction on the facility maintenance strategy. The maintenance plan will be formulated by engaging stakeholders within our district and community. We will develop short, medium- and long-term goals with the plan to clearly identify which maintenance actions need to be taken and within what timeframe. These items will be identified in four categories: emergency, routine, preventative and predictive. Our staff will be trained to understand the document and what actions need to be taken to keep it updated. We will work to develop a system for documenting work orders and measuring time to address the work orders against the goals within our plan. Our plan will be a guiding document to appropriately budget each year the maintenance to be performed. It will provide a strategy on how to catch up in the event maintenance needs to be deferred. Every three years the plan will be updated and we will work to continually improve the plan as we become familiar with our new facility and plan to keep it in the best condition as it ages over time.

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Maintenance of a new school will be budgeted appropriately as part of the district's annual operating budget.

The past five years of actual costs for capital projects averaged approximately \$100,000 per year.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Plateau Valley pk-12 school (PVS), located just outside of the Town of Collbran, was originally constructed in 1959 and served as a k-12 school. Over the years, and through a consolidation with two schools in the same district, PVS became the only k-12 public school facility in the district boundaries. Several additions were incorporated to provide a larger facility for the consolidation and to serve pre-kindergarten students. Original funding for this school and the multiple additions were made available through local tax revenue sources.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Additions to the original 1959 facility came in six main phases: 1969 for kindergarten, band and library, 1982 for shop and transportation, 1989 for a cafeteria addition and media center, 1997 for cafeteria addition (again), general classrooms and district offices and most recently in 2006 for the auditorium, main gym and locker room spaces. Based on information available, the only bond measure that has passed after the original build in 1959 was in 2004 for the 2006 addition. It is believed all the other previous phases were funded through school district budgets. Upon analysis from the consulting team, these phases were viewed as band-aid solutions as issues arose and a comprehensive master plan effort did not occur until 2019.

Within the last three years, the district has changed the interior door handle hardware in classroom to levers with push button locks per State requirements for a non-sprinkled school facility.

Because of the age of the facility, we have submitted information to History Colorado about our facility and proposed project. They have responded that because of various additions or alterations, PVS is not a good example of a type as under Colorado's Mid-Century Schools. They believe the proposed BEST grant project would result in no historic properties affected.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district has addressed the emergency facility needs at PVS that our capital budget could support, including safety/security investments such as replacing the classroom door hardware. The deterioration of major systems in the building are now of a scope that our current funding sources are insufficient to address them. In addition, we face issues of so many systems either beyond or nearing their useful that we cannot be retrofit or repair at a cost below complete replacement.

The district has carefully considered its request for a BEST grant. When we initiated our master plan process, our bonding capacity was insufficient to fund a school replacement through local dollars alone because of the extremely volatile assessed value tied to the oil & gas industry. With new assessed value data for 2019, we saw an increase in values however, our existing bonding capacity still remains lower than the total project cost. Our assessed valuation largely fluctuates at each assessment period, therefore we desire to stay under our maximum bonding capacity from a fiscal responsibility perspective. In addition, our community does not have a history of passing bond initiatives as they are not often on the ballot; as noted above the first successful bond since the original bond in approximately 1957 was passed in 2004. While we heard support and excitement for the project, we also heard clearly in our well-attended community dinner, that in our conservative district we must secure a BEST grant prior to asking our voters to support our proposed solution with their dollars. For both reasons, it would not be possible from a funding perspective, or pragmatic from a community perspective, to go to our voters with a bond initiative for a school without securing a BEST grant prior to a bond election.

During our process over the past year, we spoke to the Town of Collbran about collaborating on grant funding. At the time, neither entity had the funds available to provide as match dollars for the grant opportunities. Over the past year, there have been a couple grants that have been open to school districts. Given that we were in the midst of our master planning process and had identified so many deficiencies within our facility, we did not pursue some of these opportunities. We felt being

BEST FY2020-21 GRANT APPLICATION SUMMARIES

awarded these grants would be throwing good money after bad as the master plan become clearer that a building replacement of most of our facility was our best option for a long-term solution. Our master plan provides us with a strong road map for the future. In the event we are awarded a BEST grant and have a successful bond vote, we are committed to leveraging those dollars further to pursue other grant opportunities through GOCO, Homeland Security and DOLA.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

As noted above, our capital funding is through our general fund. Maintenance of a new school will be budgeted appropriately as part of the district's annual operating budget. These budget amounts may increase as needed depending on the projects required each year. We will budget at least \$150-\$175 per student per year for maintenance on the new facility. As the budget allows, we will strive to add to this per student budgeting during our annual budgeting process. We only have one facility for pk-12 students in our district and the budgeting described will be for this single facility.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

For 2015-19, PVS averaged \$82,400 in annual utility costs for electric (\$56,100) and natural gas (\$26,300).

We expect our energy and water usage to be reduced with a replacement school. The mechanical and electrical engineers have projected that we will realize a savings of about 30% of our existing utility costs

Current Grant Request:	\$17,285,421.20	CDE Minimum Match %:	71
Current Applicant Match:	\$25,928,131.80	Actual Match % Provided:	60
Current Project Request:	\$43,213,553.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2020 Bond Election	
Total of All Phases:	\$43,213,553.00	Escalation %:	9
Affected Sq Ft:	110,376	Construction Contingency %:	6
Affected Pupils:	292	Owner Contingency %:	9.5
Cost Per Sq Ft:	\$391.51	Historical Register?	No
Soft Costs Per Sq Ft:	\$53.12	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$338.39	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$147,992	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	378	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	382	Bonded Debt Approved:	
Assessed Valuation:	\$147,321,512	Year(s) Bond Approved:	

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PPAV:	\$385,658	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$2,518,463	Year(s) Bond Failed:	
Median Household Income:	\$68,162	Outstanding Bonded Debt:	\$1,715,000
Free Reduced Lunch %:	22.7	Total Bond Capacity:	\$29,464,302
Existing Bond Mill Levy:	2.323	Bond Capacity Remaining:	\$27,749,302
3yr Avg OMFAC/Pupil:	\$1,677.25		



BEST School District and BOCES Grant Waiver Application

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

Our community has passed only one school bond in over 50 years. Considering how difficult the bond passage environment is in our financially stressed and conservative community, we are very concerned about our ability to pass the \$30M+ bond that this project would require at our full match. Our neighboring districts, within the same county, have much lower match % with a similar demographic. For example, Mesa County Valley School District 51, in Grand Junction, has a 56% match. DeBeque, a Mesa County school district very similar to ours, has a 60% match. We believe our match % is higher because of oil and gas, which has proven to be volatile from year to year simply from valuation. Oil and Gas and State Assessed (transmission lines and pipelines) make up 87% of our overall assessed value. Making matters more difficult, two oil and gas companies have appealed their assessed valuation and tax repayment. In the case of OXY in 2013, the appeal was successful, and the District had to repay taxes. Now in 2019, Collbran Valley Gas gathering Company is appealing their assessed valuation, and we await the decision, creating uncertainty yet again with voters as to how this will affect their taxes. We recognize that our community must step forward to support school replacement, which is why we are only asking for a slight reduction in our match percentage. However, even this small reduction would make a difference in our ability to sell this project to our community as a reasonable investment.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Given that our assessed value is comprised of 87% oil and gas and state assessed properties, district tax-payers tax bills are completely vulnerable to the volatile swings in the oil and gas industry. In addition to that, two of our larger oil and gas companies have appealed their assessed valuation. In 2013, one appeal was won by Oxy and we await the 2019 appeal results by Collbran Valley Gas gathering Company. In 2011 and 2012, Oxy overvalued their self-reported leasehold and overpaid the county in taxes. This was discovered by Oxy in 2013 and they petitioned the county for a refund of the taxes. The petition went through the court system and in 2017, the Supreme Court of Colorado ruled they could collect the refund plus interest on the overpaid taxes, which was 12% per year. It was ruled that government agencies, including our school district, in our area were to pay back the money plus interest. For our district alone, this calculated to be approximately \$630,000 for tax year 2011 for our small school district. They were also entitled to payment, plus interest, from our local hospital district and fire department in Plateau Valley. As the district taxpayers await the results of another appeal from Collbran Valley Gas Company, we fear this heightened volatility will make a successful election difficult.

The district's assessed value has gone from \$223 million in 2013 to \$113 million in 2017 and back up to \$231 million in 2019. This causes the bond levy and tax bill to swing wildly from year to year. This is before the appeals from the companies are even taken into account

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$385,658.41

Weighted Rank: 4.02% of 5% max

Oil and Gas and State assessed property account for 87% of our district’s total assessed value. More specifically, as described above two of the larger companies have appealed their assessed valuation. As described above, Oxy (now Laramie) and Collbran Valley Gas gathering Company have an outsized influence on our assessed valuation. If we subtract the Laramie and other oil and gas portion of the AV, our PPAV would be much lower. We therefore request consideration for a 3% reduction of our weighted rank for this factor.

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

Applicant’s Median Household Income: \$68,162

Weighted Rank: 11.71% of 15% max

C. 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.

Applicant’s FRED Percent: 22.7%

Weighted Rank: 18.31% of 20% max

Based on our district’s latest calculations, the percentage of our students to qualify for free and reduced lunch is 36%. Breaking down by grade level, free/reduced lunch is as follows: Elementary = 40%, Middle School = 37%, High School = 30%. We have noticed a trend that as students get older in our district, their families apply for free/reduced less frequently than the families with younger students, even after much encouragement from the district to apply for benefits. We believe our free and reduced lunch qualifying population is drastically higher than our reported percentage. Our community is prideful and hardworking and those that qualify do not apply out of perceived weakness of asking the government for help. Our teachers repeatedly report students in school who are not believed to have the means at home for proper nutrition and we are equipped to offer free breakfast to all students regardless of status. The Kidz Backpacks program, who provides a mobile food bank for our students, sends home at least 18 bags of food with students every Thursday for weekend nutrition. Our school was featured in the food documentary “A Place at the Table” examining hunger in Colorado in 2013. The documentary noted “the filmmakers found Collbran, a tiny town that is working hard to feed its people and reduce the stigma of seeking help”. Because of this we request consideration for a 3% reduction in our weighted rank for this factor

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

Applicant’s Bond Elections: 0

Adjustment: 0% (-1% per attempt)

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

Applicant’s Bond Mill Levy: 2.323

Weighted Rank: 13.93% of 20% max

Our low bond mill levy is a factor of our district’s overall assessed valuation, which is once again heavily influenced by the presence of Oil and Gas. This levy has fluctuated wildly over time with the fluctuation of oil and gas valuation. For instance our bond levy in 2012 was 1.583, the next year it increased to 2.441. Without Oil and Gas and state assessed property (pipelines), our AV would be \$37 million. We therefore request consideration for a 2% reduction in this factor.

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.
Applicant's Remaining Bond Capacity: \$27,749,302 Weighted Rank: 12.47% of 20% max

For a small school district, our remaining bonding capacity may seem high, however it is heavily influenced by the presence of Oil and Gas. Our assessed value grew from \$152 million to \$231.7 million just this last year, increasing our suggested match from \$29 million to \$44 million. Given the volatility of the self-reporting production and leaseholds, we do not feel it is fiscally responsible to our residents to rely on the bonding capacity with so much tied to an industry that fluctuates. We therefore request a 3% reduction in this factor.

G. The school district's unreserved fund balance as it relates to their overall budget.
District's Unreserved General Fund: \$2,518,463 Weighted Rank: 10.11% of 20% max

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

As noted above, we fear the oil and gas industry could have over reported production and leaseholds since 2011. Based on the Colorado Supreme Court ruling, we could owe the taxes collected, plus interest, back to these companies.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

We have approached the Town of Collbran to collaborate on grants such as DOLA to bring a water line from town to the school property, which would benefit residents between town and the school, however neither entity had funds available to provide as a match for the project. Over the past year, there have been a couple grants that have been open to school districts. Given that we were in the midst of our master planning process and had identified so many deficiencies within our facility, we did not pursue some of these opportunities. We felt being awarded these grants would be throwing good money after bad as the master plan become clearer that a building replacement of most of our facility was our best option for a long-term solution. Our master plan provides us with a strong road map for the future. In the event we are awarded a BEST grant and have a successful bond vote, we are committed to leveraging those dollars further to pursue other grant opportunities through GOCO, Homeland Security and DOLA. The costs of constructing a new school are so significant—and our local capacity so limited—that we believe a BEST grant and local bond are our only realistic funding sources.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:

● **Facilities Impacted by this Grant Application** ●

WEST END RE-2 - New PK-12 School - Naturita ES - 1956

District:	Auditor - West End RE-2
School Name:	Naturita ES
Address:	141 West Main Street
City:	Naturita
Gross Area (SF):	38,715
Number of Buildings:	4
Replacement Value:	\$11,033,614
Condition Budget:	\$7,260,499
Total FCI:	0.66
Adequacy Index:	0.36



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,305,505	\$1,273,861	0.98
Equipment and Furnishings	\$213,650	\$242,916	1.14
Exterior Enclosure	\$1,595,686	\$460,145	0.29
Fire Protection	\$12,532	\$335,773	26.79
Furnishings	\$220,759	\$240,244	1.09
HVAC System	\$1,235,230	\$1,375,892	1.11
Interior Construction and Conveyance	\$1,663,059	\$1,151,032	0.69
Plumbing System	\$528,450	\$324,005	0.61
Site	\$2,233,604	\$2,037,984	0.91
Special Construction	\$140,956	\$140,956	1.00
Structure	\$1,884,184	\$0	0.00
Overall - Total	\$11,033,614	\$7,582,808	0.69

WEST END RE-2 - New PK-12 School - Nucla Jr/Sr HS - 1938

District:	Auditor - West End RE-2
School Name:	Nucla Jr/Sr HS
Address:	225 West 4th Street
City:	Nucla
Gross Area (SF):	56,730
Number of Buildings:	4
Replacement Value:	\$20,985,853
Condition Budget:	\$12,656,977
Total FCI:	0.60
Adequacy Index:	0.14



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,854,067	\$2,150,993	1.16
Equipment and Furnishings	\$736,192	\$700,995	0.95
Exterior Enclosure	\$2,969,725	\$616,514	0.21
Fire Protection	\$2,825	\$429,110	151.88
Furnishings	\$312,279	\$390,349	1.25
HVAC System	\$2,212,491	\$2,334,100	1.05
Interior Construction and Conveyance	\$6,152,149	\$2,712,119	0.44
Plumbing System	\$903,388	\$1,002,798	1.11
Site	\$3,415,193	\$2,739,086	0.80
Structure	\$2,427,543	\$10,024	0.00
Overall - Total	\$20,985,853	\$13,086,088	0.62

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Applicant Name: WEST END RE-2

County: Montrose

Project Title: New PK-12 School

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: Applied for and not awarded 2009-2010, 2010-2011, 2011-2012-limited funds available for the award cycle. Awarded 2012-2013, Bond election failed.

Project Type:

- | | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: Agriculture, Construction & Welding, Child Care Training, Health (CNA), Business, Culinary Arts (New), Internships, Work Studies, & Apprenticeships. | | <input type="checkbox"/> Other: | |

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

West End Public Schools District RE-2 is pursuing a BEST grant for several reasons. These reasons are consistent with the primary focus of the BEST grant program. Numerous health and safety issues have been identified in our existing facilities. Facilities are inadequate in providing the educational programming needed in the 21st century. Based on the revised Master Plan and the information contained in the updated CDE Statewide Facility Assessment, a new building is still the district's only practical option. It is not in the best interest of the district to resolve these critical issues within our present facilities as it has far exceeded its useful and designed life. The updated CDE Statewide Assessment has a Replacement Value of over \$31 million and a Requirement Cost of almost \$18 million over the next 5 years for the two affected facilities in repairs.

The district maintains and operates two school campuses, the Middle/High School in Nucla and the PK-6 school in Naturita, including an Infant/Toddler program. Administration offices are located in the high school building. In addition the Paradox Valley Charter School in Paradox provides a PK-12 program. Transportation and bus maintenance facilities are located in Naturita. The district has an unoccupied elementary school in the town of Nucla. It was closed in 2004, when the schools were consolidated as part of the Phase 1 recommendations of the 2004 Master Plan.

An observation of the district's sites and buildings, conclude that many factors have contributed to the current conditions, although age appears to be the strongest contributor. In the two affected school facilities the ages of the buildings range from 50 to 80 years old. The major existing building systems do not perform at a level close to current energy standards. The failure of these systems not only results in excessive energy consumption, but also takes away from building maintenance program funds.

Both the Middle/High School and the PK-6 schools have deficiencies in their educational programming. The district has compromised in some instance by utilizing substitute spaces. These spaces do not perform (acoustics, lighting, physical size or configuration, available technology or power) at the level intended for specific educational programs, often resulting in a compromised educational delivery. The lack of technologies related to learning in today's world limits our teacher's and student's access to many resources available to others in new facilities and more geographical located areas. The access is there, the infrastructure in current buildings is not.

Current enrollment in the affected school facilities have shown to be stable over the past 5 years, 2015-226, 2016-233, 2017-224, 2018-235, 2019-234. District enrollment has fallen the past 2 years due to a decrease of students at the Charter School. The decrease is due to students returning to the district's public schools and the loss of our coal mine and shutdown of our

BEST FY2020-21 GRANT APPLICATION SUMMARIES

coal powered generation plant. Economic development is at the forefront of the community, with many entities involved in stabilizing our future. The community stakeholders feel it is vitally important to maintain a school in this community as it will always be home to families with children to educate.

Upon being awarded and successful passage of the bond this year, an architectural firm will be contracted to design the new PK-12 facility. The recommended 74,000+ square feet of classroom space will bring our educational abilities to 21st century learning standards. The District is considered an one-round school meaning one class per grade level, with approximately 15-22 students per class. The concept of early childhood through college level is not new to the District, as dual credit college courses are offered. A new building will make higher level classes and updated technology even more available to students of all ages.

Deficiencies Associated with this Project:

There are many health and safety deficiencies that place the students in a situation of real, present and imminent danger. Security concerns abound. Some of these issues and concerns cannot be corrected due to the physical limitations of the existing school sites. Others would require significant costs to correct; costs that exceed the recommended percentages for replacement vs. new. The assessments are based on visual observations that have taken place at each of the individual facilities. They include site, building shell, building interior, mechanical systems, electrical systems, and educational adequacy. In addition we reviewed the Facility Assessment undertaken by the CDE, which was updated in the August of 2018.

IMMEDIATE HEALTH AND SAFETY CONCERNS

Naturita PK-6 School deficiencies:

SITE SECURITY AND SAFETY

1. The site is smaller than will allow for adequate athletic activities in the PK-6 age group. The developed area of this site is approximately seven acres. Based on the recommended standards, the site should be a minimum of ten acres. While the existing property is larger than the current developed acreage, the steep slopes render it unusable.
2. The visitor parking area is unpaved and does not provide for a safe accessible route from the handicap parking stalls. It is located more than 300' from the main entry. It is not visible from the front Administration area. This presents a significant security issue as the area is virtually unmonitored for most of the day.
3. The unpaved lot has a single point of access. This access is also used for service and deliveries. This interaction of service vehicles with visitors and parents is a safety hazard.
4. There is no designated location for parents to load and unload their children. They must traverse the unpaved lot to a walk that leads to the main entry of the school. This lot is not visible from the front door of the school or the administration offices. This creates a safety and security hazard as the parking lot cannot be monitored from the building.
5. Widely accepted educational guidelines (Jefferson County School District R-1) recommend a hard surface multi-use play court be provided in a location that can be conveniently accessed from the cafeteria and gym. The property configuration is such that the available play areas are located at the furthest point on the campus from the existing gymnasium and cafeteria.
6. The building has multiple points of entry that must remain open during the course of the school day to allow students to minimize the distance they must travel outside the building to attend classes and activities. This presents a significant security risk.
7. Only one fire hydrant exists along highway 141. Given this facility is not fully sprinkled, this is not adequate to safely serve the needs of this facility. The maximum distance for hose length is 300'. This facility needs two additional hydrants to comply with minimum fire safety regulations.

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BUILDING

1. Some of the existing gymnasium structure is rapidly degrading (rotting). The district has engaged the services of a structural engineer to monitor the integrity of the arched beams. The engineer has recommended steel reinforcement to bridge the damaged areas. It is unclear how long this remedy will check the degradation of the heavy timber structure.
2. The primary exterior building enclosure consists of synthetic stucco (EIFS). The exterior wall system has failed in many areas. This is a health and safety concern. Water damage has led to mold generation at the exterior base of the wall in several locations. This system has not been installed according to current industry standards and does not provide moisture barriers and weeps. This construction methodology can lead to generation of the mold within the wall cavity.
3. Significant foundation movement has created large cracks in a corner of the exterior wall. Water and moisture continue to infiltrate the exterior wall in this location.
4. The main electrical service located on the north side of the existing building has exceeded its life expectancy. This presents unsafe conditions as the current circuits are often overloaded in an attempt to meet increased technology needs.
5. Having been constructed in 1971, this facility lacks the infrastructure to adequately provide for required upgrades to the current technology. This facility falls well below the recommended requirements of 4. SECTION TWO of the Public Schools Construction Guidelines. The power required for these upgrades often exceeds the capacity of the available classroom circuits. This leads instructors to run extension cords throughout classroom spaces from available outlets to equipment locations. The fire department has expressed concern for the safety of the students in these classroom spaces.
6. Video and data cabling serving classrooms is exposed and unprotected in many areas of the facility. This is due to the post (building) construction installation of the technology infrastructure. Exposed cabling not only results in lower performance due to interference, but it is also easily damaged. This constant surveillance of the technology infrastructure is costly to the district.
7. Interior corridors no longer meet 1HR separation requirements due to constant modifications and penetration of corridor walls. This separation failure presents significant safety issues for students and faculty exiting the building in the event of an active fire.
8. Although the light fixtures in classrooms have been recently replaced, the infrastructure for the electrical system has not been renovated.
9. The school does not have instructional storage areas. Storage is provided within individual classrooms, which reduces instructional program space.
10. Water from the building downspouts fails to drain properly away from the building due to improper site design. This coupled with improper installation of roof flashing and downspout has led to serious water infiltration and mold generation at areas of the building foundation. Corrective measures would require significant re-grading and installation of storm piping.
11. Several areas of the interior exhibit damage from roof leaks. The flashing needs immediate attention to prevent further damage.
12. The existing PK-6 facility offers no Music classroom and no Art classroom. These programs are move constantly over the years to find adequate space.
13. There is a lack of adequate performance space for PK-6 program activities. Large group events are housed in the gymnasium. The curved vaulted ceiling, hard walls and floors fail to meet acoustical performance criteria requirements outlined in the Public School Facility Construction Guidelines. (section 4.10). There is no defined stage area.

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14. The building does not have a code compliant fire alarm system. Several areas of the facility are not served by the current system.
15. Pre-K and Infant/Toddlers rooms are currently housed in modular classrooms, separated from the main building. There is no direct parent drop-off to this area of the elementary campus. This presents security issues as the administration area is unable to adequately monitor this area.
16. A lack of safe and adequate chemical storage in the Science Prep Rooms contributes to poor indoor air quality.
17. The student toilet rooms in the gymnasium lack proper ventilation leading to unhealthy indoor air quality.
18. There are limited inadequate Library Media Center facilities. They fail to provide the recommended minimum design characteristics of adequate task lighting, acoustic comfort, and spatial flexibility.
19. The facility fails to meet current accessibility codes and guidelines (ADA, 2006 IBC). This presents both accessibility issues and safety concerns.
 - a. Handrails are missing or non-compliant.
 - b. Guardrails do not meet minimum rail spacing or safety standards.
 - c. Ramp slopes exceed the maximum 1:12 allowed.
 - d. Door hardware is non-compliant.
 - e. Interior signage is not designed to accommodate the visually impaired.

Nucla High School deficiencies:

The Garber Building - constructed 1978 (houses the auxiliary HS gymnasium, three classrooms)

1. No accessible toilet facilities exist in the building. Modifications to bring the building into compliance would require complete fixture replacement, loss of fixture count, and modification to doors, frames and corridor walls. The existing toilet room groups would be rendered unusable except as single fixture rooms after such modification.
2. The accessible route to the auxiliary gym is only by traversing a long (non-compliant) ramp. Access to the locker rooms, toilet facilities, and classrooms is via stairs only. The required modifications to the entry doors and jambs would render the adjacent toilet rooms unusable.
3. Locker room showers are not ADA accessible. Not only are the facilities only accessible via stairs, they do not meet specifications for seats, grab bars and accessible hardware.
4. No doors meet accessibility codes. All doors, jambs, and a portion of the adjacent walls would need to be demolished and reinstalled to meet code.
5. The science laboratories do not meet accessibility codes. New lab tables and casework must be installed to meet current codes and safety standards.
6. Door hardware is non-compliant. All must be replaced.
7. Interior signage does not meet contrast requirements; nor does it include Braille. All interior signage must be replaced.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

8. Handrails on all stairs are non-compliant. They must be modified or replaced.
9. The building is accessible by fire and emergency vehicles on one side only. The remaining sides are constricted by exposed rock outcroppings. This is a significant safety concern due to limited access for emergency vehicles.
10. Portions of the existing fire access drive exceed a slope of 11%. This exceeds the maximum slope allowed by the International Fire Code.
11. The windows are single-pane glass. This contributes to excessive energy consumption. They must be replaced.

The Main High School Building – constructed 1954

SITE SECURITY AND SAFETY

1. The High School campus is comprised of five separate buildings with severe grade differences between the buildings. This creates safety (and time) issues for students moving between class periods during inclement weather.
2. The developed area of this site is approximately 17 acres. The terrain is steep and presents significant issues for both accessibility and fire protection.
3. The main buildings are not accessible by emergency vehicles on two sides. Existing rock outcroppings prevent improvements to provide adequate fire protection access for these structures.
4. The slope of the fire drive for this facility exceeds 11%. This is in violation of the 2006 IFC. Existing topography prevents the correction of this drive. This remains a significant life-safety hazard.
5. The athletic fields and visitor viewing areas are not accessible. No accessible route has been provided from the campus buildings to the fields. No alternate viewing area has been provided.
6. The current bus loop is at the lowest parking area on the site. There is no accessible route from this drop-off to the building. Major costs would be incurred to create an accessible route to the existing school. This lot is not paved and does not adequately separate vehicular traffic from pedestrians. This creates unsafe conditions for both the arrival of busses and students traversing the path to the school during the winter months. This is inconsistent with the recommendations of the Public Schools Facility Construction Guidelines (section 3.18)
7. The trash dumpster is not secured or located within a secured enclosure. Given the presence of wild animals in this area this presents a health and safety hazard.
8. There are no accessible toilet facilities on the lower level of the main building. (location of the locker rooms)
9. The locker rooms within the main building are not ADA compliant.
10. The facility is not equipped with an automatic fire protection system. The school is currently served by one fire hydrant located on Fourth Avenue. This fails to provide the necessary fire protection for this facility. The maximum hose length allowed is 300'. The front door is located more than 300' from the hydrant. Two additional hydrants must be installed to address this safety concern.
11. There are no existing exit lights for this facility. In addition there are no emergency lights. The lack of these features presents a significant life safety hazard.
12. The facility lacks an automated fire detection / alarm system.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

13. Exposed wiring has been installed above the ceilings in many locations. This unsafe installation practice can lead to fires in a concealed space. This fire hazard is amplified by the fact the building does not have an automatic fire suppression system (no sprinklers). All such wiring should be installed in an approved electrical conduit.
14. Handrails for the existing stairs are non-compliant. This presents a safety hazard for individuals with limiting disabilities.
15. Many corridors have exposed vinyl asbestos tile. The poor condition of these tiles is a health and safety hazard.
16. Only two (2) accessible toilet facilities exist (main floor level only) in the main building. This is far below the level required by current accessibility codes. The existing toilet group on the lower level would require major modification to the bearing walls at the entry to the toilet rooms to begin to bring those facilities into compliance.
17. The stage is not accessible. Students with motor disabilities cannot access the stage for ceremonies or performances.
18. Few doors meet accessibility codes. Doors, jambs, and a portion of the adjacent walls would need to be demolished and reinstalled to meet code.
19. The science laboratories on the lower level do not meet accessibility codes. The accessible route is on the exterior of the building and does not meet minimum slope requirements. New lab tables and casework must be installed to meet code. This is a health and safety concern.
20. Interior signage does not meet contrast requirements; nor does it include Braille. All interior signage must be replaced.
21. Handrails on all stairs are non-compliant. They must be modified or replaced.
22. The building is accessible by fire and emergency vehicles on two sides. The remaining sides are constricted by steep grades or exposed rock outcroppings.
23. The current primary utility systems serving the main building are beyond their life expectancy and warrant full replacement of major components:
 - a. Drain, waste and vent
 - b. Domestic hot and cold water
 - c. Hydronic heating system
 - d. Building electrical service
 - e. Building exhaust and ventilation
 - f. Fire alarm system
24. The existing Music classroom in the High school is located directly below the gymnasium. The lack of acoustic separation between the floors renders the Music Room useless during athletic activities or events.
25. The Music Room is not ADA compliant. It lacks instrument storage and practice rooms.
26. The existing buildings do not have adequate power or cabling to meet the needs of the technology program. Current cabling that connects the Garber Building and Main Building is routed unprotected (exterior) between the two buildings. This reduces the performance of the cables and ultimately affects the use of the system.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

27. Given the age of the building, it does not meet current standards for building insulation. The low U-values in the exterior walls and roof lead to excessive energy consumption and subsequently higher costs for operation.

Proposed Solution to Address the Deficiencies Stated Above:

The proposed solution to the excessive deficiencies is to consolidate the existing facilities to a new PK-12 building. Studies completed during the recently completed Masterplan indicate the new campus will be 20,000+ square feet smaller than the existing buildings combined. The efficiencies gained through this consolidation will result in lower energy costs, reduced maintenance expenses, and a reduced operation costs. The new PK-12 campus will provide the required programmatic spaces while offering a technology infrastructure that does not exist in the current facilities. The proposed location for the new structure allows for the creation of separate drop-off areas for parents and busses. In addition to a safer exterior environment, this new location will allow for more complete fire protection coverage.

How Urgent is this Project?

The system is beyond its useful life and should be budgeted for replacement.

The CDE School Facility Assessment Audit for the Nucla Middle/High School rates this facility with a SCI of 0.54. The SCI categories that are close to or exceed 100% are also the categories that place this school at a significant health and safety risk.

1. Electrical Systems-SCI =0.93 (students are at a higher risk of fire with failing electrical service)
2. Equipment & Furnishings-SCI = 0.95
3. Fire protection – SCI = 156.08
4. Plumbing – SCI = 0.93 (inferior sanitation presents high health risk)
5. HVAC System-SCI =0.77
6. Site – SCI =0.77

Given the nature of the deficiencies, it is the recommendation of this report that these items be corrected within a five year period. Requirement cost for that five year period is estimated at \$11,204,545 million. Replacement Value as of August of 2018 for the facility is estimated at \$20,628,581.00.

The Naturita Elementary PK-6 comes in with a SCI of 0.63. The SCI categories that are close to or exceed 100% are also the categories that place this school at a significant health and safety risk.

1. Electrical Systems-SCI =0.70 (students are at higher risk of fire with failing electrical service)
2. Equipment & Furnishings-SCI = 1.14
3. Fire protection – SCI = 27.23
4. Plumbing – SCI = 0.60 (inferior sanitation presents high health risk)
5. HVAC System-SCI =1.06
6. Site – SCI =0.82

Given the nature of the deficiencies, it is the recommendation of this report that these items be corrected within a five year period. Requirement Cost for that five year period is estimated at \$6,788,411 million. Replacement Value as of August of 2018

BEST FY2020-21 GRANT APPLICATION SUMMARIES

for the facility is estimated at \$10,758,699.00.

Urgency exists in the need for the district to provide a safe and healthy learning environment for our students. Requirement cost over the next five years of both facilities total \$17,992,956 million. Replacement value to move to one site with one PK-12 facility minus 8 different buildings is estimated to be \$31,387,280 in the CDE Facilities Assessments Audit Reports dated August of 2018.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

The new PK-12 facility shall be designed to conform to the Public Schools Facility Construction Guidelines. Specific examples follow: SECTION ONE3.1 The new building shall be designed and constructed to meet current building codes. The proposed structure

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

When the new PK-12 facilities are completed and ready for the district to accept responsibility, the district will assure they are properly maintained. Sufficient monies will be budgeted to maintain, repair, replace and sustain the facilities for the life of the buildings. The District maintenance staff will be able to maintain the buildings in manner that will promote the lowest anticipated life cycle costs. Training for the maintenance staff will be provided for the care of the high performance buildings. Additionally high performance processes, procedures and equipment will be adapted to the new facilities. All necessary training for the staff and custodians of the new facilities will be implemented with annual reinforcements; all school personnel will be trained in how to best care for the new school. Training will be included as part of the initial commissioning of the building after its completion.

As part of the maintenance of the new facility the District will:

1. Develop a maintenance plan for new facility. This will involve routine maintenance of the building primary building systems including mechanical and electrical components. It will also include inspection of caulking, roofs, exterior walls, interior walls, interior doors, exterior doors, hardware, floors, and ceilings. It will include testing of fire alarm and control systems, fire suppression systems, intercom, etc. Periodic inspections will be performed and reports provided at intervals recommended in the maintenance manuals for each of the system components. It is anticipated some systems shall require quarterly or biannual inspections and adjustments to maintain proper high performance operating standards.
2. The plan will include routine inspection and periodic adjustment of alternative energy systems installed in the school as required to maintain optimum performance levels.
3. A painting program for the interior and exterior of the building on a revolving, ongoing basis.
4. Infrared inspections of the primary structural systems shall be conducted as recommended after the initial project completion and then again on a periodic basis for comparison to the original installed condition. Construction inspection reports shall be kept on file as additional reference.
5. Seek to develop staffing based on the International Facilities Management Association recommendations.
6. As part of the original construction contract establish a scope and obtain bidding from subcontractors to provide ongoing service, maintenance and repair of mechanical, and other appropriate systems as recommended by product and manufacturer specifications. The District maintenance supervisor will oversee these contractors.
7. Any non-emergency repairs or maintenance of major systems affecting school operations will be scheduled to take over summer breaks.
8. Inspections will be established by a predetermined schedule and will be performed with the goal of establishing a five year

BEST FY2020-21 GRANT APPLICATION SUMMARIES

plan for maintenance and repairs. This will help establish budgets for the District well in advance of work occurring resulting in a planned effort to replace or repair items in the building rather than performing maintenance in a reactive mode.

9. Proactive Preventative and Predictive Maintenance programs shall be established for the new school. The major components of the programs will include a (a) historical file with documentation on all major systems, photos, records, etc., (b) annual and semi-annual inspections as appropriate for these systems, (c) corrective programs. (d) an energy management program. (e) training programs (f) a self-evaluation process and annual program updates. Major systems will include but not be limited to roofing, boilers, HVAC, electrical, other mechanical, safety (alarms, PA systems, intercoms), kitchen, restrooms, general floors, and gymnasium floors. Records will be maintained electronically for ready access to all appropriate personnel.

10. Rules, procedures, and regulations will be developed for those using the school facilities after hours.

The West End District has reviewed forecasts by various media outlets. Based on those forecasts, current state budget cuts, declining property values and as such, it is in the best economic interest of the District to contribute an initial amount of \$50,000 or 1.5% of yearly FTE to the major mechanical replacement/repair via the capital reserve fund in the 2020-2021 school year. The District will contribute \$50,000 or 1.5% FTE in subsequent years as well.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The existing schools were constructed new and were deemed adequate for the district at the time of construction. There have been subsequent additions to the original structures to accommodate the need for a growing student enrollment with programming change needs. With the age of the buildings being from 50 to 80 years, the district has made various program changes over the years. For the past 30 years with a declining enrollment, the district finds trying to maintain several building with outdated systems a tremendous financial burden.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

West End Public Schools RE-2 plans and implements needed capital improvement projects to keep the facilities maintained for adequate programming for students. Projects are prioritized and budgeted for in a long term forecast and short term improvements needs are anticipated annually in the budget.

List of improvements are:

Naturita Elementary Gym Roof Replacement 2016

Garber roof overlay 2018

Naturita Main Building Roof Replacement 2019

District-wide LED Lighting (Fixtures & Bulbs 2018-2019)

Nucla High School main building carpet layover to encapsulate asbestos tile 2017

NES gym floor replacement 2016

Water Fountain/Hydration units district-wide 2018-2019

Playground upgrades & maintenance (code and regulations)2016-2018

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The district has reached out to various organizations and foundations, and has been given the opportunity to receive a

BEST FY2020-21 GRANT APPLICATION SUMMARIES

\$450,000 PRI loan to help with the match for the project. The district will continue to reach out for more funding opportunities during the time frame to hopefully offset the cost on the top end.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District budgets annually for small renovation projects and major renovation projects. The District funds are allocated from the General Fund for Capital improvements. 2019 District Major Renovation budgeted \$90,000 equaling \$336/FTE. This will be enough to cover Renewal reserves and normal maintenance.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The average annual utility cost for the two affected facilities were \$170,000 in 2018 and \$175,000 in 2019. We anticipate seeing a reduction in energy and water utility costs with a new PK-12 School. Estimates are a reduction of 25%-35% of these costs on average.

Current Grant Request:	\$32,695,741.72	CDE Minimum Match %:	43
Current Applicant Match:	\$2,198,326.28	Actual Match % Provided:	6.3
Current Project Request:	\$34,894,068.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	The Board of Education along with the administration has worked diligently over the past year coming up with the most viable match to make the BEST grant application a success. The district has secured two program related investment (PRI) loans with four foundations within Colorado to the sum of \$450,000. The district will commit \$750,041.84 out of the general fund balance. Community tax payers will be asked to approve a 20-year General Obligation Bond in the amount of \$1,000,000. Match dollar amount will be \$2,200,041.84.	
Total of All Phases:	\$34,894,068.00	Escalation %:	6
Affected Sq Ft:	74,744	Construction Contingency %:	5
Affected Pupils:	234	Owner Contingency %:	3
Cost Per Sq Ft:	\$466.85	Historical Register?	No
Soft Costs Per Sq Ft:	\$71.12	Adverse Historical Effect?	Yes
Hard Costs Per Sq Ft:	\$395.73	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$149,120	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	319	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

On behalf of four Colorado based charitable foundations focused on K-12 education and rural community development, they will provide \$450,000 as a program related investment (PRI) towards the BEST grant match. The PRI is an unsecured loan that renews annually. The PRI will consist of \$200,000 at a 3.5% interest rate and \$250,000 at a 2.5% interest rate both with a ten-year term. Citizens State Bank of Naturita has committed a \$100,000 over a five year period to help with the new school project. The district plans to use this funding to help payoff the PRI loans along with anticipated water cost saving of \$25,000

BEST FY2020-21 GRANT APPLICATION SUMMARIES

with the closure of the Naturita Elementary.

Financial Data (School District Applicants)

District FTE Count:	235	Bonded Debt Approved:	
Assessed Valuation:	\$39,464,783	Year(s) Bond Approved:	
PPAV:	\$167,935	Bonded Debt Failed:	\$9,376,000
Unreserved Gen Fund 18-19:	\$1,562,343	Year(s) Bond Failed:	12
Median Household Income:	\$45,089	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	61	Total Bond Capacity:	\$7,892,957
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$7,892,957
3yr Avg OMFAC/Pupil:	\$2,803.54		



BEST School District and BOCES Grant Waiver Application

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

The West End Public Schools currently has two affected facilities housing 8 buildings aging from 50 to 80 years old. Maintenance of the facilities and systems in the buildings are in serious decline. Health and safety issues in the current programming configuration are beyond meeting requirements for today's standards and regulations. The West End Board of Education understands this tremendous financial burden and without this waiver, the district will never be able to complete this project.

The district has completed four BEST grant applications for a new PK-12 school in previous years being awarded in 2012-2013. A Bond to the voters failed by more than a 2 to 1 margin. The \$9,375,568.62 plus interest bond for the match proved to be a substantial tax impact on individual voters. Our community has never passed a bond, but did approve a mill-levy override 15 years ago for teacher salaries. With that override, we still are way below the average teacher pay in the state. Considering how difficult the bond passage environment is in our financially stressed and conservative community, we are very concerned about our ability to pass a \$7,892,957.00 Statutory Waiver District Match. We recognize that our community must step forward to support the PK-12 new school. This waiver approval will make a difference in our ability to sell this project to our community as an investment for our future.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

The west end of Montrose County has recently seen one of the most impactful events in its history. The closure of the local coal mine in December of 2018 and the shutdown of our coal-fired power plant in October of 2019. These two major events, mark major difficulties for the future sustainability of our rural community. Net Assessed Valuations have declined from \$42,228,457 in 2015 to \$36,844,760 in 2019. Anticipated assessed valuations for the future show a decline of 50%+. The Tri-State Generation (Power Plant) represented \$19,277,125 in assessed value to the district in 2018. In 2019, the assessed value to the district was \$19,468,559. So, if future revenue to the district does not improve, we stand to fall off the table with our assessed valuation for 2020 and beyond.

The West End Public School District has received well over 50% to 60% of its property tax base from the power plant for numerous years which amounts to over \$500,000.00 yearly. This devastating loss in revenue will need to be compensated for by the state and local property tax payers. Adding a \$7 million bond election to the equation would be a total disaster.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's PPAV: \$167,935.25

Weighted Rank: 2.58% of 5% max

While not being able to predict the future of our assessed valuation, we do know that it will drop a significant amount. The impact of the closure of the power plant affects the tax district to the sum of 96%. The other 4% will come from other Tri-State tax accounts.

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

Applicant's Median Household Income: \$45,089

Weighted Rank: 3.54% of 15% max

The Median Household Income of \$45,089 is calculated for the county. The west end of Montrose County is quite different. Data from West End Economic Development Corporation (WEEDC) shows Nucla's Median Household Income to be \$30,278 and Naturita's Median Household Income to be at \$33,750.

C. 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.

Applicant's FRED Percent: 61%

Weighted Rank: 4.94% of 20% max

Historically, the FRED of the school district runs 57% to 63%.

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

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

West End Public Schools has had one bond election failure in one attempt in November 2013.

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

Applicant's Bond Mill Levy: 0

Weighted Rank: 20% of 20% max

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

Applicant's Remaining Bond Capacity: \$ 7,892,957

Weighted Rank: 7.19% of 20% max

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

District's Unreserved General Fund: \$1,562,343

Weighted Rank: 5.84% of 20% max

The district will commit near 50% of the unreserved general fund balance to aid in the match for the PK-12 new school.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The Board of Education along with the administration has worked diligently over the past year coming up with the most viable match to make the BEST grant application a success. The district has secured two program related investment (PRI) loans with four foundations within Colorado to the sum of \$450,000. The district will commit \$750,041.84, out of the general fund balance. Community tax payers will be asked to approve a 20-year General Obligation Bond in the amount of \$1,000,000. Match dollar amount will be \$2,200,041.84.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:

SCOTT R. TIPTON
3rd DISTRICT, COLORADO
218 CANNON HOUSE OFFICE BUILDING
(303) 226-4761

FINANCIAL SERVICES
COMMUNITY DEVELOPMENT AND
HOUSING
FINANCIAL INSTITUTIONS
HOUSING, COMMUNITY
DEVELOPMENT AND INSURANCE

Congress of the United States
House of Representatives
Washington, DC 20515-0603

January 29, 2020

Colorado Department of Education
Capital Construction Assistance Board
Division of Public-School Capital Construction Assistance
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Board Members:

As the representative for the 3rd Congressional District of Colorado, I am pleased to support the West End Public Schools (WEPS) application for a BEST grant to construct a new K-12 facility in the western Colorado region.

Currently, the children of the WEPS are learning in buildings that are aging and have become antiquated. This region of Colorado deserves a school that keeps them safe and provides education that is modern and productive. Fortunately, infrastructure has been developed in this area that enables children to benefit from more remote learning opportunities, however, the physical classrooms are holding advancements in STEM and other student programming back.

The safe environment and advanced programs that would accompany a new school would encourage families to remain in the area and assist with the overall recovery and marketing of the region as a whole. WEPS's plans are paramount to a strategic development plan designed to turn the economy of this region toward positive growth and sustainability. A new school would be another tool in a larger economic plan to attract families and new businesses back to this region.

I recognize the significant budget challenges faced by the Colorado Legislature and its agencies, and the importance of maximizing the impact of those limited resources. Your full review and fair consideration of this funding request would be greatly appreciated.

Sincerely,



Scott R. Tipton
Member of Congress

DON CORAM
State Senator
State Capitol
200 E. Colfax Avenue
Denver, Colorado 80205
Capitol: (303) 866-4484
don.coram.senate@state.co.us



COMMITTEES
Member of:
Agriculture and Natural
Resources
Local Government
Interim Water Resources and
Review Committee

COLORADO STATE SENATE

Capital Construction Assistance Board

RE: Letter of Support for West End Public Schools BEST Grant Application

Dear Members of the Board:

West End Public Schools (WEPS), serving the children of Nucla, Naturita, Paradox, Redvale and Bedrock Colorado, is applying for a BEST grant to build a new K-12 facility in the region.

The economy of this region of Colorado has been historically supported from the jobs and wealth provided by coal and power generation industries. Recent and upcoming job losses in these industries have led to a focused effort to support local businesses and promote job creation in other sectors of the economy as well as to foster new entrepreneurial endeavors through existing and new educational programming.

The existing facilities can no longer keep up with modern times. Safety and security is as much a concern in rural Colorado as it is in urban regions. WEPS's proposal to develop a safe, modern and highly functional facility is a much-needed next step to help the region rebuild and develop a sustainable economy. Without good schools, the likelihood of attracting new residents and businesses to the area is limited. My belief is that the development of a new K-12 in the area is not only critical to attracting new businesses (with their families) to the area, but to the overall recovery of the entire region. WEPS's plans are paramount to a strategic development plan designed to turn the economy of the region toward positive growth and sustainability.

Building on the existing backbone of a sturdy broadband network, WEPS will be able to provide all the necessary tools to enable their students to take advantage of programs normally unavailable in rural areas. I believe the safe environment and advanced programs that will come with a new facility will help entice kids to stay in the area and develop their own businesses outside of an urban area.

DON CORAM
State Senator
State Capitol
500 E. Colfax Avenue
Denver, Colorado 80203
Capitol: (303) 866-4884
don.coram.senate@state.co.us



COMMITTEES
Member of:
Agriculture and Natural
Resources
Local Government
Interim Water Resources and
Review Committee

COLORADO STATE SENATE

We appreciate the Capital Construction Assistance Board's continued support of regional economic development efforts and helping the citizens of West Montrose County to best take advantage of a wonderful rural area of Colorado and build a stronger economy.

Sincerely,

Senator Don Coram



MONTROSE COUNTY
BOARD OF COUNTY COMMISSIONERS
317 South 2nd Street
Montrose, CO 81401
Phone: 970-249-7755
Fax: 970-249-7761

January 24, 2020

Capital Construction Assistance Board

RE: West End Public Schools BEST Grant Application - Letter of Support

Dear Members of the Board:

The Montrose County Board of County Commissioners is pleased to provide this letter of support for the West End Public Schools (WEPS) application for a BEST grant.

The economy of the West End has experienced significant challenges in recent years as the region has lost major employers. Most notably, the closing of the coal mine and Nucla Powerplant have been devastating to the local economy. The importance of maintaining fundamental public infrastructure such as schools is now more important than ever. The West End community continues to work diligently on attracting new economic activity. Success in these economic development efforts is in part reliant upon maintaining a livable community with quality schools.

WEPS's proposal to develop a safe, modern and highly functional facility is a much-needed next step to help our communities rebuild and develop a sustainable economy. Building on the existing backbone of a sturdy broadband network, WEPS will be able to provide all the necessary tools to enable their students to take advantage of programs normally unavailable in rural areas. The existing facilities can no longer keep up with modern times.

Few community assets are as essential as a public school. We ask that the reviewing board for these applications consider the value of a new school in a community experiencing the economic transition currently occurring in the West End. Thank you for your consideration.

Sincerely,

Keith Caddy
Chairman

Roger Rash
Vice Chairman

Sue Hansen
Commissioner



West End Economic Development Corporation

217 W. Main Street ~ PO Box 645 ~ Naturita, CO 81422 ~ 970-865-2499

January 23, 2020

Capital Construction Assistance Board

RE: West End Public Schools BEST Grant Application - Letter of Support

Dear Members of the Board:

This letter is in support of the West End Public Schools (WEPS) application for a BEST grant to build a new K-12 facility in our region.

The West End's economy has been historically supported from the jobs and wealth provided by coal and power generation industries. Recent and upcoming job losses in these industries have led to a focused effort to support local businesses and promote job creation in other sectors of the economy as well as to foster new entrepreneurial endeavors through existing and new educational programming.

WEPS's proposal to develop a safe, modern and highly functional facility is a much-needed next step to help our communities rebuild and develop a sustainable economy. Building on the existing backbone of a sturdy broadband network, WEPS will be able to provide all the necessary tools to enable their students to take advantage of programs normally unavailable in rural areas. The existing facilities can no longer keep up with modern times.

West End Economic Development Corporation believes the development of a new K-12 in the area is not only critical to attracting new businesses (with their families) to the area, but to the overall recovery and marketing of the region as a whole. Additionally, we believe the safe environment and advanced programs that could come with a new school will help entice kids to stay in the area and develop their own businesses outside of an urban area. WEPS's plans are paramount to a strategic development plan designed to turn the economy of the region toward positive growth and sustainability.

We appreciate the Capital Construction Assistance Board's continued support of regional economic development efforts and helping us to best take advantage of a wonderful rural area of Colorado and build a stronger economy.

Sincerely,

Deana Sheriff
Executive Director

NORWOOD SCHOOL DISTRICT R2-Jt.

1225 West Summit Ave.
Phone: 970-327-4336
FAX: 970-327-4116
www.norwoodk12.org



The Mission of the Norwood Public Schools is to Foster Success in All Students by Educating Them in a Safe and Respectful Environment.

February 13, 2020

RE: West End Public Schools BEST Grant Application – Letter of Support

Capital Construction Assistance Board
Dear Members of the Board:

Norwood Public Schools (NPS) would like to express our support of West End Public Schools (WEPS) application for a BEST grant to build a new PK-12 facility. We currently share programs and resources; making every effort to save money.

Both school districts are affected by the closure of the Tri-State Power Plant and will experience the subsequent loss of both property tax support and students as parents are forced to leave for jobs in other communities. Declining enrollment will cause a loss of funding that hurts each district.

Our children deserve to have a learning that keeps them safe and provides an education that is modern and productive. Students frequently sit in classrooms that are not always conducive to learning. Distance and lack of resources are challenging in our area where you have to drive 60 miles to get a town of any size. There are no theaters or recreation centers in the West End. Schools here are a vital part of the community.

Please give favorable consideration to this application.

Sincerely,

Mike Morlang, President

Bette Nickell, Superintendent

P.O. Box 505
222 East Main St.
Naturita Co. 81422



Phone: (970) 865-2286
Fax: (970) 865-2815
Email: townnat@natwireless.com

January 28, 2020

Capital Construction Assistance Board

RE: West End Public Schools BEST Grant Application - Letter of Support

Dear Members of the Board:

The Town of Naturita would like to express their support of West End Public Schools (WEPS) application for a BEST grant to build a new K-12 facility in our region.

The children of the West End have had to learn in buildings that are aging, cramped for space and in need of major repairs. They deserve a school that keeps them safe and provides education that is modern and productive. Infrastructure has been developed in our area that enables the children to learn remotely, but they still must sit in classrooms that do not meet their needs. WEPS does a good job of STEM and other programming. However, resources are limited and the students in this school district deserve the same great opportunities for education as students in urban areas.

A new K-12 school would be an economic benefit to the communities of the West End. Our region has faced many job losses recently, forcing families to move away. We believe a new school would be another tool in a larger toolkit to attract families and new businesses back to our region.

We appreciate the Capital Construction Assistance Board's favorable consideration of this application.

Sincerely,


John D. Klev, Mayor
And the Naturita Board of Trustees

1-28-2020



**CITIZENS
STATE BANK**

Yesterday, Today & Tomorrow
www.csbcolorado.com

LETTER OF COMMITMENT

Citizens State Bank (CSB) is pleased to provide this letter of financial commitment for West End Public Schools' application for a BEST grant. CSB is committing \$100,000 over the next five years to help ensure the stability and promotion of programs within the school district.

Maintaining fundamental public infrastructure such as schools is now more important than ever. The West End has experienced significant challenges in recent years as the region has lost major employers-- most notably, the coal mine and power plant in Nuclea, closures that have devastated the local economy.

The district's current facilities can no longer keep up with modern times. With this grant, West End Public Schools (WEPS) will be able to build on the existing broadband network to provide all the necessary tools for their students to take advantage of programs normally unavailable in rural areas.

The West End community continues to work diligently to attract new economic activity. Success in these economic development efforts is in part reliant upon maintaining a livable community with quality schools. The proposal by WEPS to develop a safe, modern, and highly functional facility is a much-needed next step to help our communities rebuild and develop a sustainable economy.

Few community assets are as essential as public schools. Citizens State Bank is committed to working with the community to further advance and leverage economic opportunities. We ask that the reviewing board for these applications consider the value of a new school in a community experiencing the economic transition currently occurring in the West End.

Thank you for your consideration.



Douglas Price
Chairman and CEO
CSBO Holdings Inc.

Ouray Bank Naturita Bank Ridgway Bank Silverton Bank
(970) 325-4478 • Fax (970) 323-4331 (970) 865-2258 • Fax (970) 865-2814 (970) 626-5462 • Fax (970) 626-4278 (970) 387-5502 • Fax (970) 387-5315
P.O. Box A • Ouray, CO 81427 P.O. Box 160 • Naturita, CO 81422 P.O. Box 222 • Ridgway, CO 81142 P.O. Box 6 • Silverton, CO 81133



TRI-STATE GENERATION AND TRANSMISSION ASSOCIATION, INC.
HEADQUARTERS: P.O. BOX 33695 DENVER, COLORADO 80233-0695 303-452-6111

February 21, 2020

Capital Construction Assistance Board (CCAB)
 Colorado Dept. of Education
 201 East Colfax Ave.
 Denver, CO 80203

RE: Letter of Support for the West End Public Schools BEST Grant Application

Dear Members of the CCAB,

Tri-State Generation and Transmission Association supports the West End Public Schools (WEPS) application for a BEST grant to build a new K-12 facility in the West End of Montrose County. WEPS's proposal to develop a safe, modern and highly functional facility is a much-needed next step to help the West End communities rebuild and develop a sustainable economy. Building on the existing backbone of a robust broadband network, WEPS would be able to provide all the necessary tools to enable their students to take advantage of programs normally unavailable in rural areas. The existing facilities can no longer keep up with modern educational opportunities.

The West End's economy has been historically supported from the jobs and revenue provided by the mining and power generation industries. For decades, Tri-State's employees and the Nucla Station have been part of fabric of Nucla and Naturita. In September 2016, Tri-State announced the 100-megawatt Nucla Station and New Horizon Mine, which provided coal to the plant, would be retired as part of an agreement with the Colorado Department of Public Health and Environment, WildEarth Guardians and the National Parks Conservation Association to propose revisions to the Colorado Visibility and Regional Haze State Implementation Plan (SIP). Nucla Station went offline September 19, 2019. Tri-State understands the retirement of the plant impacts our employees, their families and the community. The closure of New Horizon Mine and Nucla Station have led the community to focus efforts to support local businesses and promote job creation in other sectors of the economy as well as to foster new entrepreneurial endeavors through existing and new educational programming.

Tri-State believes the development of a new K-12 facility in the area is not only critical to attracting new businesses and families to the area, but to the overall recovery and success of the region as a whole. Additionally, we believe the safe environment and advanced programs that could come with a new school will help entice kids to stay in the area and develop their own businesses. WEPS's plans are paramount to a strategic development plan designed to turn the economy of the region toward positive growth and sustainability.

We appreciate the Capital Construction Assistance Board's continued support of regional economic development efforts in the region and helping the community to transition and and build a stronger economy.

Sincerely,

Sarah Carlisle, Senior External Affairs Advisor

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

A Touchstone Energy[®] Cooperative

CRAG STATION
 P.O. BOX 1307
 CRAIG, CO 81616-1307
 970-804-4411

ESCALANTE STATION
 P.O. BOX 572
 PREWITT, NM 87045
 505-972-5200

NUCLA STATION
 P.O. BOX 698
 NUCLA, CO 81624-0698
 970-864-7316



TELLURIDE FOUNDATION

February 21, 2020

Mr. John Reams
 Chair, School Board
 West End Public School District, RE-2
 P.O. Box 570
 Nucla, CO 81424

Dear Mr. Reams:

I am very pleased to provide a letter indicating local match support to the West End School District for their Colorado Department of Education Building Excellent School Today ("BEST") grant application.

On behalf of four Colorado based charitable foundations focused on PK-12 education and rural community development, we will provide \$450,000 as a program related investment (PRI) towards the BEST grant match. A PRI is a below market foundation investment, which is allowed by the US Treasury, as long as it significantly furthers the foundation's exempt activities. Providing a portion of the match necessary to enable a new West End School District PK-12 school furthers the charitable, exempt activities of these foundations.

This PRI is being made as an unsecured loan that renews annually. The PRI will consist of \$200,000 at a 3.5% interest rate and \$250,000 at a 2.5% interest rate, both with a ten-year term.

We wish you good luck and success with your grant application.

Sincerely yours,

Paul Major
 President & CEO

220 E. Colorado Avenue, P.O. Box 4222, Telluride, CO 81435 970 728 8717 fax 970 728 9007

● **Facilities Impacted by this Grant Application** ●

FOWLER R-4J - Fowler ES - Addition/ Renovation - Fowler ES - 2003

District:	Auditor - Fowler R-4J
School Name:	Fowler ES
Address:	601 West Grant Avenue
City:	Fowler
Gross Area (SF):	33,900
Number of Buildings:	1
Replacement Value:	\$8,663,588
Condition Budget:	\$3,025,203
Total FCI:	0.35
Adequacy Index:	0.12



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,128,665	\$835,476	0.74
Equipment and Furnishings	\$229,874	\$0	0.00
Exterior Enclosure	\$1,047,098	\$347,495	0.33
Fire Protection	\$1,696	\$359,524	212.04
Furnishings	\$53,613	\$0	0.00
HVAC System	\$1,075,993	\$749,411	0.70
Interior Construction and Conveyance	\$1,811,043	\$758,016	0.42
Plumbing System	\$566,996	\$175,031	0.31
Site	\$1,625,806	\$159,775	0.10
Structure	\$1,122,804	\$0	0.00
Overall - Total	\$8,663,588	\$3,384,728	0.39

FOWLER R-4J - Fowler ES - Addition/ Renovation - Fowler Jr/Sr HS - 1954

District:	Auditor - Fowler R-4J
School Name:	Fowler Jr/Sr HS
Address:	600 WEST GRANT AVENUE
City:	FOWLER
Gross Area (SF):	86,091
Number of Buildings:	4
Replacement Value:	\$19,082,477
Condition Budget:	\$11,477,796
Total FCI:	0.60
Adequacy Index:	0.25



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,802,534	\$3,309,690	1.18
Equipment and Furnishings	\$314,732	\$318,105	1.01
Exterior Enclosure	\$2,997,456	\$872,112	0.29
Fire Protection	\$13,581	\$939,158	69.15
Furnishings	\$494,990	\$196,116	0.40
HVAC System	\$2,978,921	\$3,397,788	1.14
Interior Construction and Conveyance	\$3,052,972	\$1,446,259	0.47
Plumbing System	\$1,510,879	\$1,495,923	0.99
Site	\$1,339,682	\$856,153	0.64
Structure	\$3,576,729	\$0	0.00
Overall - Total	\$19,082,477	\$12,831,304	0.67

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: FOWLER R-4J

County: Otero

Project Title: Fowler ES - Addition/ Renovation

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: K-12 Campus Consolidation by attaching Jr/Sr High School to the existing Elementary School. | |

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

General Background Town of Fowler:

- Fowler School District (FSD) serves the town of Fowler, Otero County, and small sections of Crowley and Pueblo Counties.
- Town of Fowler (0.5 sq. miles) lies on the south side of the Arkansas River along US Highway 50 with an estimated town population in 2017 of 1,144.
- The strong support, cooperation and involvement from parents and community members is a cornerstone of the District's success that was exemplified in the successful passing of a \$4.9M bond in November 2019 (the maximum amount that the district could ask of taxpayers) to be used as matching funds for a Campus Consolidation BEST Grant.

District Demographics:

- FSD enrollment has been relatively steady for the last five years and no major changes in enrollment are anticipated.
- As of 2018, the total district enrollment was 385.5 students with 204.5 in the Elementary school, 65 in Jr. High School and 116 in High School.
- An average of 54% of students qualify for free or reduced lunch: Elementary 60%; Jr. High 52.8%; High School 45%.

Academics and Educational Programming:

- FSD operates on a 5-day school week and has an exceptional graduation rate of 96.2% and a Matriculation Rate (student entering CTE or 2-year or 4-year degree programs) of 84.6%.
- The FSD 3-year District Performance Frameworks is 'Accredited' for each of the past 3-years and every year prior.
- Extracurricular: Band, FFA, Art, Drama, TRAK Club, Student Council, FCAS, concurrent credit options, and sports in every season. Science Technology Engineering Arts and Math (STEAM) programming is available to students in K-12.
- Approximately 40% of the HS students participate in FFA, FBLA, and Speech, respectively, and nearly 75% in sports.
- FHS boasts 3 Boettcher scholars, multiple Daniels scholars, and countless alumni who are professionals in the fields of

BEST FY2020-21 GRANT APPLICATION SUMMARIES

medicine, law, and education.

Affected Facility:

- The Jr/Sr High School is located on the NORTH side of HWY 167. This site also includes the district cafeteria, an Ag Shop building, an industrial/visual/performing arts building (C-Building), competition gymnasium, baseball field, football field, and track.
- At over 65 years old, this facility is in need of drastic improvements. There are 31 points of entry on this site, asbestos identified in the walls, ceilings, and floors of the building. The age of the building prevents technology additions which would contribute to a 21st-century learning environment.
- The elementary school was constructed in 2003 and is located on the SOUTH side of HWY 167. While this site includes playground and playfields, Elementary school students cross the highway multiple times a day out of necessity to access the other district facilities located on the Jr/Sr High School campus, including the district cafeteria.

Facility and Maintenance Programs:

- FSD maintenance and expenditure process is 'as needed' - weekly administrative/supervisor meetings are held to discuss short- and long-term type of issues, projects, needs, costs, solutions, etc. and include the Superintendent, Jr/Sr HS Principal, Dist Sect/Tr, and Maintenance, Transportation & Kitchen Supervisors.
- In the Operations/Maintenance section of our 19-20 Revised Budget, we have budgeted for \$176,050 for Purchased Services & Supplies. We have budgeted \$218,166 for salaries & benefits. This covers approximately 4.5 FTE (6 individuals; 3 FT & 3 PT) during the year plus another 4-5 PT individuals during the summer (cleaning, repairing, etc.).

Past Capital Construction Projects:

- Over the years, the majority of capital improvements made throughout the district have been necessary, Band-Aid-type solutions to ensure that facilities remained functional and safe. We have not had any additional budget to contribute to overall site improvements and have thus been limited in our ability to fund any site improvements beyond those of critical condition or necessity.

Deficiencies Associated with this Project:

CAMPUS CONSOLIDATION AT FOWLER SCHOOL DISTRICT

Before the master-planning process, it was clear to the students, teachers, administrators, and parents who make up the Fowler School District community that campus-wide improvements were not only necessary but urgent. The master-planning process allowed FSD to acutely identify and triage deficiencies and served as a problem-seeking effort as well as a problem-solving effort. A Planning Assistance Team (PAT), comprised of members of the community, parents, and school district employees, was formed to objectively evaluate the District at a high level through a wide lens to recommend a long-term District Master Plan. The detail-oriented focus on each step of this process allowed FSD to reach a comprehensive strategic plan that addresses the multitude of deficiencies that are listed below:

Through our master planning, assessment and community engagement process, we believe that weaving our disjointed curriculum and staff into a single facility will serve Fowler for decades to come. We completed reviews of architectural, mechanical, plumbing, electrical and I.T. infrastructure, fire alarm and public address systems of our current facilities to determine long-term viability.

Taking care of the FSD Jr/Sr High School facility, which is over 65 years old has proven to be the most significant challenge to meet basic health, safety, education or technology needs of students. As the significant impairments of Jr/Sr High School continue to affect the day-to-day learning environment for students it has become increasingly evident that moving the Jr/Sr High School to our existing, under 20-year-old, Elementary School will improve the health, safety, and education for all FSD

BEST FY2020-21 GRANT APPLICATION SUMMARIES

students. This consolidation will also eliminate the daily safety and security violation faced by elementary students and teachers when they are forced to cross the highway to complete necessary school-day activities, like eating lunch, on the Jr/Sr High School campus. The Elementary School campus is well-maintained, has a safer site layout and capacity for extension.

The following is a summary list of our existing conditions at FSD. All deficiencies affect health, technology deficiencies, safety, accessibility and/or functionality of our students, staff, and families.

JR/SR HIGH SCHOOL CAMPUS:

SAFETY AND SECURITY:

NEXT TO HIGHWAY AND HEAVY TRAFFIC: The Jr/Sr High School is in close proximity to the highway which experiences heavy traffic. Highway 167 borders the site and has heavy high-speed tractor-trailer traffic. With students crossing this highway multiple times a day, the current crosswalk does not do enough to ensure student safety throughout the day. The only way to guarantee student safety is to eliminate the necessity altogether.

CAMPUS DIVIDED BY HIGHWAY: The necessary foot traffic back and forth across the highway is a significant safety and security concern. While the necessity to travel back and forth between campuses falls largely on the Elementary school, the split campus and occasional need to travel across the highway contributes to a disruptive learning environment.

MULTIPLE POINTS OF ENTRY: The site lacks one secure, controlled entrance. Each building on campus is its own entity, with numerous points of entry and exit. This inevitably leaves each the inhabitants in each building susceptible to threats. The main Jr./Sr. High School building has 19 points of entry, the gym has three points of entry, the Ag Education building has three points of entry and the "C" building has six points of entry. In total, this is 31 points of entry on the Jr/Sr High School site. Given the unfortunate reality of school shootings, a site such as this with so many means of entry has a very real possibility of an unwanted intruder.

EXPOSED MAIN POINT OF ENTRY: The main entry point to the facility is not protected by any components that would impede forced vehicle entry. This leaves the main entrance to the building extremely vulnerable to intrusion and endangers the lives of staff, students and anyone in the building.

INSUFFICIENT SITE SUPERVISION: The current administration space is not located within line-of-site to monitor the building's main entry, parking lot and major circulation to the front door of the building. In order to maximize the visibility of the space and its users, the administration office would need to be completely moved. The campus consolidation would eliminate this need as the consolidated site would include an administration space with clear visibility.

LACKING SAFETY/SURVEILLANCE TECHNOLOGY: The Jr/Sr High School is not equipped with secure entry, card access or camera entry. There is a significant need for more security cameras to be installed throughout the school for more comprehensive security. Cameras can provide a visual deterrent to unwanted intruders while also providing appropriate supervision of district facilities.

LIMITED ACCESS CONTROL: Doors do not have automated locking mechanisms or electronic access control. Having this capability on exterior doors and select interior doors associated with the main entrance would help improve campus security. Additionally, the facility is not equipped with door lock/intrusion detection.

FAILING AND NON-EXISTENT FIRE SAFETY SYSTEMS: While the school has emergency exit lighting systems, the systems have been identified as either damaged or no longer in service and the school has not had the budget to update the battery systems. The school is not equipped with a sprinkler system or fire protection system and fire extinguisher cabinets throughout the school have been identified as difficult to open. The lack of fire safety control puts the 310+ individuals in the facility at any given time at significant risk should there be a fire.

INSUFFICIENT EGRESS: The interior layout of the Jr/Sr High School is, in itself, a fire safety concern. There is an entire

BEST FY2020-21 GRANT APPLICATION SUMMARIES

classroom wing with zero fire exits from classrooms. The evacuation plan is for students and teachers in these classrooms to exit through the hallway. All but one of these classrooms has only one door. This is hazardous in the event of a fire-related evacuation or other emergencies.

PARKING LOT: The current parking lot has been identified as beyond its useful life. Areas of asphalt have potholes, heavy cracking, and chipping. Cast-in-place concrete curbs, rails, and barriers at borders planting islands, etc. have also been identified as approaching the end of useful life within the next two years. Painted pavement markings including parking space, directional arrows, crosswalk, accessibility and other parking lot graphics have been identified as beyond useful life.

CONFUSING DROP-OFF AND PICK-UP SITES: The drop-off and pick-up sites do not meet CDE Construction Guidelines for dedicated bus staging as the unloading area is not located away from students, staff and visitor parking. Also, the driveway zone is too short/small to cater to the amount of traffic for stacking cars on-site for parent-drop off pickup zones. Additionally, Parking stalls are lacking visible striping and painted markings. During high traffic times there are student drivers, parents and staff coming in and out of the site and all of these factors contribute to confusion during student pick-up & drop-off and, even more importantly, unsafe conditions multiple times a day.

EXTERIOR BUILDING ENVELOPE: The brick cavity walls of the building are bulging and cracking on the northwest area of the main building. Some of the exterior windows have been identified as cracked and the window system has been identified as beyond its useful life. Not only does having a deteriorating building contribute to a lack of ownership and pride on campus, but having decrepit systems affects the functionality of the building as a whole.

HEALTH:

HAZARDOUS MATERIALS FOUND THROUGHOUT BUILDING: A third-party asbestos abatement consultant has evaluated the district's existing school facilities. This consultant found asbestos-containing materials to be prevalent in floor tile, floor mastic, gypsum wall joint compound, concrete block filler coatings, ceiling tiles, pipe insulation, and roof coatings. Additionally, the existence of lead-based paint was found throughout the facility. Due to the prevalence of asbestos-containing material and lead-based paint, substantial and meaningful renovations to the school are dangerous, costly, and inconvenient for educational operations and students.

DISRUPTION OF LEARNING ENVIRONMENT DUE TO ABATEMENT: If the Jr/Sr High School was renovated, the building could not be occupied for 12-plus months. The use of temporary classrooms and lack of comprehensive educational facilities would have a significant impact on learning. Additionally, the cost of temporary facilities does not deliver any long-term value to the district. This information further supports the conclusion that consolidating the Jr/Sr High School with the elementary school campus would not only best support consistency in student learning environments during construction, but also has the most long term cost-benefit to the district and BEST.

AGING AND FAILING PLUMBING SYSTEM: Current restroom facilities require extensive maintenance, and in some cases are not operational due to the age of the in-wall and underground piping. Sections of this system are collapsing due to the age and makeup of the system. There have been several instances where drains have backed up into showers and locker rooms, bathrooms, floor drains, mop sinks, etc. These situations have been hazardous and put the health at risk of all building inhabitants.

FAILING HVAC SYSTEM: The HVAC system has been a constant issue at the Jr/Sr High School. In 2004 FSD received funds to improve the HVAC system, but improvements were limited due to the small amount of space between the ceiling and roof. This space deficiency requires a complete and costly overhaul of the HVAC system so that equipment can fit and function properly. Currently, there is virtually no recirculation of air at the Jr/Sr High School and systems require daily attention.

ADA ACCESSIBILITY ISSUES: Current restrooms are not compliant with the federal American Disabilities Act of 1990. Additionally, door hardware and drinking fountains have been found to be non-ADA compliant throughout the school. As long as these issues remain as-is, the rights of those with disabilities are potentially being violated with the lack of proper accommodation.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

TECHNOLOGY:

ACCESSIBILITY OF TECHNOLOGY: Extension cords and multiple outlet receptacles are routinely used by administration throughout Jr/Sr High School. A prime example of this is in the kitchen and cafeteria area which is used by all district students. Extension cords are used on a daily basis to simply ensure that food is served each lunch period. Throughout the school, the space in between the ceiling and roof is not large enough to run conduit through the ceiling so teachers and staff must resort to stringing together extension cords which endangers students on a daily basis

OUTDATED LEARNING ENVIRONMENT: Out of necessity, FSD has had to put much of its budget towards maintaining the school and tackling issues as they come up. As a result, there is a lack of technology in classrooms. We have not had the funds to contribute towards modernizing the learning environment at FSD and as a result, students in FSD are not able to fully engage and learn in a 21st-century learning environment.

OVERALL BUILDING DEFICIENCY: The CDE Auditor's School Report completed in July 2018 found the facility and most of its systems to be well beyond their useful life. At that time, the Facilities Condition Index (FCI) was calculated to be .63, which is well into the "critical" category. In addition to the CDE Report, FSD also employed an architectural firm to complete a Deferred Maintenance Priority Matrix in order to triage problems and identify which issues need to be addressed immediately. In this assessment, 55% of items were listed as having failed or predicted to fail within the next year or were not in code compliance. Additionally, 14% of items would need not be replaced in the next five years. These reports further support the conclusion that the Jr/Sr High School consolidation with the elementary school is economically supported over any attempt to renovate this building.

AG SHOP/AG EDUCATION BUILDING:

FIRE SAFETY: There is no wet sprinkler system including piping, sprinkler nozzles, and back-flow prevention. The current fire alarm system is approaching the end of its useful life and will need updated pull stations, A/V strobes, visual strobes, smokes, conduit, wire and connections by 2022. Students use this building on a daily basis and the fact that there is not adequate fire protection is unacceptable. A new Ag Ed building as a part of the consolidated campus will eliminate this concern.

DUST CONTROL AND FUME MITIGATION: Because of building age, there are not current code-compliant means for controlling dust from woodshop related activities. Steel fragment control and welding fumes are not contained because of a lack of fume hood and exhaust control.

ROOF: The roof covering is Built-up Roofing (BUR) and is approaching the end of its useful life and will be expired in three years.

LACK OF OUTLETS: The projects and learning that occur in the Ag Ed space require the use of equipment and devices not supported by the number of outlets in the space. This contributes to lessened opportunities for FSD students to fully engage in school and extracurricular activities.

OVERALL BUILDING DEFICIENCY: The CDE Auditor's School Report completed in July 2018 found the facility and most of its systems to be well beyond their useful life. At that time, the Facilities Condition Index (FCI) was calculated to be .44, which is well into the "critical" category.

C BUILDING – INDUSTRIAL ARTS, VISUAL ARTS, MUSIC/BAND, & WRESTLING FACILITY:

ROOF: The roof covering is Built-up Roofing (BUR) and is approaching the end of its useful life and will be expired in three years.

LACK OF OUTLETS: The projects and learning that occur in these spaces require the use of equipment and devices not

BEST FY2020-21 GRANT APPLICATION SUMMARIES

supported by the number of outlets in the space. This contributes to lessened opportunities for FSD students to fully engage in school and extracurricular activities.

OVERALL BUILDING DEFICIENCY: The CDE Auditor's School Report completed in July 2018 found the facility and most of its systems to be well beyond their useful life. At that time, the Facilities Condition Index (FCI) was calculated to be .48, which is well into the "critical" category.

ELEMENTARY SCHOOL

DAILY TRAVEL BETWEEN CAMPUSES: Elementary school students and teachers must cross the highway multiple times a day to access facilities that are on the Jr/Sr High School Site including the cafeteria and other educational related spaces. Not only does the necessity to cross the highway causing a daily safety concern for students and teachers, but moving between campuses is disruptive in the daily learning of students. Consolidating the two campuses will contribute to consistency in elementary students' learning environments and will eliminate the daily safety concern of crossing the highway.

SPACE CONSTRAINTS: The special education program, which includes counseling, speech, reading, and psychology is undersized in terms of need-by-pupil. Right now teachers and students are forced to share space with other programs like art and music or other students also receiving special education services. Not having a designated special education space is detrimental to the learning and growth of all of these students, especially those students who require extra attention and space without the interruption of others. Sharing spaces and with inadequate space leads to confusion, cuts down on actual student-teacher contact time and ultimately decreases students learning potential.

SAFETY AND SECURITY: The school is not equipped with a sprinkler system, door/lock intrusion detection. There are 23 exterior points of entry and while the primary points of entry are equipped with security cameras, there is a need for additional surveillance and door monitoring throughout the school so that the other points of entry can also be monitored.

OVERALL BUILDING DEFICIENCY: The CDE Auditor's School Report completed in July 2018 found the facility and site to be in comparable good condition to the Jr/Sr High School. At that time, the Facilities Condition Index (FCI) was calculated to be .37. While there are some small improvements and updates that will contribute to students overall learning environment in the building, the biggest improvement would be to eliminate the necessity of crossing the highway multiple times a day through consolidating the two campuses and keeping the elementary school building.

Proposed Solution to Address the Deficiencies Stated Above:

In order to bring these deficiencies to resolution, the FSD community is pursuing a BEST grant to provide a single, consolidated campus for K-12 students. Significant effort has gone into identifying the campus-wide deficiencies at FSD and developing a comprehensive solution which not only addresses these deficiencies but also serves to vitalize the school community for generations.

RTA Architects facilitated the master planning process in Fall 2018 and early 2019. During this process, RTA evaluated all of the District facilities from every angle. With this information, RTA developed a comprehensive list of deferred maintenance items. These items were ranked based on function, age, and life safety impacts to the building inhabitants. The assessment identified all needs across the district, both large and small, however, certain system replacements stood out because they are currently functioning beyond their useable life and cannot be funded through annual operations budgets. All viable scenarios were evaluated with the following criteria in mind:

- Safety and security of all students and staff
- Life safety and code violations
- Educational program inadequacies and deficiencies as it relates to the existing facilities
- Immediate and anticipated maintenance and repairs needed for each building

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- Facility maintenance and operations costs; deferred maintenance costs
- The efficiency of the buildings: energy, LED lights, etc.
- Impact on the surrounding community

The rationale and evaluation of each option are explained in the master plan. In addition, deficiency solutions and costs are described in detail in the CDE School Assessment Report from 2018. The Planning Assistance Team (PAT) has determined that the deficiencies at the Jr/Sr Highschool will continue to deplete the district's budget and deter the focus from our students and their educational goals. Thus, it was determined that a campus consolidation would be the best, most strategic and beneficial plan to students, staff, and the community. The consolidated facility would be on the south side of HWY 167 and added onto the existing, less than 20-year old, elementary facility.

The Fowler community is clearly on-board with the proposed changes. In November 2019, the Fowler community passed a \$4.9M bond. This was the first time that this bond was proposed and as a result, FSD was able to secure \$4.9M in funding (the maximum amount of money that the district could ask of taxpayers) to be used in conjunction with a BEST Grant to complete a campus consolidation, as per Scenario C of the Master Plan. The Fowler community clearly wants to see changes and is willing to do everything that it can to bring these changes to fruition. With over half of students qualifying for free or reduced lunch, however, receiving community funding beyond necessary operational costs is difficult, if not impossible. This is why we are imploring the BEST review committee to give our school community the opportunity to develop and flourish on one consolidated campus.

The solution proposed in Masterplan Scenario C will consolidate the District's facilities on the same parcel of land and optimize the use of shared resources by all students and staff. This solution also eliminates the need to cross the highway throughout the school day. Additionally, Scenario C considers upgrades to the existing parking lots to improve parent drop-off and pick up configuration, separates bus traffic from parent drop off, expands parking lots and improves athletic fields. Lastly, this scenario limits the multitude of expenses in deferred maintenance if the Jr/Sr High School was solely improved and improves the safety of all students by eliminating the need to cross the highway throughout the school day.

The following is a summary list of the solutions to the existing conditions at FSD. The solution addresses all deficiencies that affect health, technology deficiencies, safety, accessibility and/or functionality of our students, staff, and families.

SAFETY AND SECURITY:

STUDENT AND STAFF SAFETY:

A consolidated campus will completely eliminate the district's most significant safety and security concern – elementary students and staff crossing the highway to access campus facilities multiple times a day. Consolidating the High School building, Ag Ed building and "C" building with the Elementary School will allow all district students will be able to stay on one campus throughout the school day and will immediately solve this critical safety concern. Additionally, eliminating the need to travel will provide students with consistency and will contribute to an improved learning environment where students can remain focused.

SITE SUPERVISION AND SURVEILLANCE: A consolidated campus will eliminate the significant monetary necessity of addressing the multitude of security concerns at the Jr/Sr high school building including 31 points of entry, limited access control, exposed main point of entry, and the necessity to move the administrative office to a location with a clear line of sight to monitor the building's main entrance. The existing elementary school is already equipped with a protected walkway, key card access at the main entrance, office areas and the majority of secondary entrances. While the elementary school is still in need of some security upgrades including an increase in the number of security cameras, addressing these minor concerns during the campus consolidation is much more reasonable and financially responsible for the district than making each change at the Jr/Sr High School.

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SINGLE SECURE BUILDING AND CAMPUS: Students and staff will be able to collaborate in one building with limited and defined entry points. Instead of traveling outside to circulate between classes in separate buildings, each with a different array of security concerns, Jr/Sr High School students will be able to stay in one building all day. The facility will provide both passive and active security that meets today's school security requirements. Active security features include electronic locks at the entry vestibule requiring visitors to check into the office and an emergency notification system.

FIRE SAFETY AND ADA ACCESSIBILITY: A consolidated campus will eliminate the need to provide the significant and immediate fire safety upgrades required and noted during the CDE Audit in 2018. Clear egress and fire alarms will be incorporated into the Jr/Sr High School addition and existing building in accordance with state requirements. In addition, the campus will comply with the American's with Disability Act to serve all Fowler students with all ADA compliance regulations being fully remedied.

STUDENT DROP-OFF AND PICK UP: The district will be able to utilize the already functional and clearly marked elementary school parking lot, with only small improvements and minor expansion necessary. The Elementary and Jr/Sr High School parking lots will remain separate but will be configured to ensure optimal vehicle access, efficiency and safety at all times. The parent drop-off and pick-up configuration will be improved and bus traffic will be separate. This will not only make the hectic pick up and drop off time more efficient but clear markings and separated traffic will help improve site safety.

AG ED AND C BUILDING PROGRAMMING: The programs currently housed in these buildings will be a part of the campus consolidation. The new Ag Ed building will be on the south side of the consolidated campus and attached to the new gymnasium. Jr/Sr High School Students will not have to leave the building to access this facility. The "C" building programs will be incorporated into the design of the Jr/Sr High School addition with the wrestling room being available in the new gym. Consolidating the FSD to the south side of the highway allows all members of the district community to share resources with safe and secure circulation between site and class locations.

HEALTH:

HAZARDOUS MATERIALS: The solution to the asbestos identified in the Jr/Sr High School is two-fold. The Jr/Sr High School will remain operational during the campus consolidation, meaning students will be able to remain in the Jr/Sr High School without significant disruption to their day-to-day schooling. This will significantly reduce the impact of construction on students and staff throughout the District. Upon completion of the campus consolidation, the existing Jr/Sr High School would start with asbestos abatement and then demolition of the school. The site would then be reconfigured as a large athletic field. The campus consolidation will mean that no students or staff in the district are exposed to hazardous materials on a daily basis.

ABATEMENT EFFICIENCY: Consolidating the Jr/Sr High School with the Elementary school will avoid the necessity and significant cost of using temporary classrooms for Jr/Sr High School students in the 12-plus months that abatement would take. The money that would be allocated for temporary facilities will instead be a cost-benefit to FSD and BEST.

PLUMBING AND HVAC: The concerns identified at the Jr/Sr High School related to failing HVAC and plumbing systems will be addressed in the campus consolidations. An effort will be made to ensure that plumbing and HVAC design not only meets the current needs of FSD but will continue to operate at full functionality for years to come.

TECHNOLOGY:

MODERN LEARNING ENVIRONMENT: Minor improvements made to the elementary school which addresses space restraints for resources will allow for a conducive learning environment for students of all abilities. All students will finally have the technology and hands-on learning spaces that are necessary for a fully-functional 21st-century learning environment. The updated Ag Ed building will fully serve as space for students to explore in a hands-on and immersive learning environment without concern of failing systems and equipment.

SITE EFFICIENCY: A consolidated campus will allow for the most efficient use of the current FSD site. The existing gymnasium and football field which require few to minor improvements will remain on site. When the Jr/Sr High School is demolished reclamation of the site will include drainage improvements and a multipurpose field.

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How Urgent is this Project?

Our Jr/Sr High School students and staff are spending the majority of their waking hours in a building that was constructed in 1954 without proper egress, site security, ADA accessibility, fire safety and daily exposure to asbestos and lead paint. Elementary students have to cross the state highway multiple times a day in order to access facilities necessary to their daily schooling. The National Center on Safe Supportive Learning Environments states that, "If schools want students to succeed academically (and in life), the conditions of learning must reflect that goal. Research shows that when schools and districts effectively focus on creating a safe, healthy, and supportive environment (positive school climate), students are more likely to engage in the curriculum, achieve academically, and develop positive relationships; students are less likely to exhibit problem behaviors, and teacher turnover is lower and teacher satisfaction is higher."

The teachers, staff, and FSD community place the well-being and growth of students as paramount. With this support, the students of FSD work hard and have learned to thrive no matter the environment. We want, however, to enable students to reach their full potential because of their safe, healthy, and modern environment, not in-spite of deficiencies in these areas. It is our responsibility as adults, educators, and policy-makers to act as advocates for the health, safety and bright future of all students so that they can be the BEST they can be!

The community has already passed a bond and is ready to contribute these funds towards a project that is further made possible through a BEST Grant. We are imploring BEST for further financial support because the \$4.9M of secured bond funds will, unfortunately, only make a small impact in the cost of necessary improvements to make our campus safe, accessible and modernized.

If FSD does not receive a BEST Grant then we will be forced to go back to the voters to ask for approval of a bond to allow the use of secured bond funds towards addressing the critical issues that will only keep the school afloat. The bond that was passed in November 2019 was specific to Plan C of the Master Plan which was campus consolidation.

For context, in the Deferred Maintenance Assessment that was conducted in Fall 2018 as a part of the district master planning process, identified a total of nearly \$8.5M in district-wide costs that apply to items that have failed or will fail within the next year or items not in code compliance. After 3-years of escalation, it is estimated that these costs will rise to over \$10M. Of these costs, \$6.3M of the deficiencies are related to the Jr./Sr. High School and include – fire safety, ADA non-compliance, electrical, HVAC, and more. Furthermore, the assessment identified \$6.4M in Deferred Maintenance costs related to items that have failed but should be replaced in the next 5 years. These costs will rise to \$7.9M within four years. Given this information, it is clear that the need for district-wide improvements is immediate and given the projected cost of deferred maintenance with inflation, securing a BEST grant now will contribute to less being spent in the long term. Any delay in securing funding and making these changes will perpetuate a cycle of falling further behind.

The CDE Auditors report which was conducted in July 2019 calculated the Jr/Sr High School site-wide FCI at .52 and the Jr/Sr High School FCI at .63. This places the overall site well into the critical category of the FCI rating system. This number can be looked at as a percentage – (52% of the site and 63% of the Jr/Sr High School); anything over 30% is considered "Critical". Considering the cost of deferred maintenance above and based on the systems identified as failing in the CDE Auditors report, this FCI will continue to rise at an increasingly drastic rate. The estimated asbestos abatement expenses, which are not included in the FCI calculations, will exceed \$2 Million.

The unfortunate reality of our existing conditions presents a high probability for the occurrence of dangerous circumstances and even tragedy. Between district's dangerously close proximity to the highway and the fact that there is no easy way to secure district facilities, we are undoubtedly vulnerable to an outside threat or vehicular related fatality that would disrupt the Fowler community. We can only hope that this day will never come, and the safety of our students, staff, and teachers is not something that we want to leave up to chance. Addressing the multitude of facility deficiencies that we have outlined above is, in itself, urgent, however, when contextualized with the district's undeniable safety, security and health concerns, our need is absolutely critical.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Fowler School District R4J has developed a capital replacement plan that sets aside and earmarks funds for the purpose of replacement of each of the systems in the new facility as they reach the end of their service life. Fowler School District R4J 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 for this replacement plan, Fowler School District R4J 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.

Fowler School District R4J maintenance plan for the proposed new addition will be based on the best practice of “predictive” maintenance with the goal of avoiding the practice of “breakdown and emergency” maintenance. The predictive maintenance plan will include:

- A maintenance schedule: The plan should extract timelines from manufacturers’ maintenance manuals and create schedules for the frequency of preventive maintenance, including dates of occurrence and projected cost.
- Operations manuals: Maintenance and operations manuals containing maintenance procedures for scheduled tasks and descriptions of properly operating systems will be created for each system, component, or product scheduled to be maintained. The manuals will contain repair standards and work order procedures should they be necessary.
- Commissioning: After installation, it is important to have professionals verify that building systems/components, as well as their functionality and operations, meet the intent of owners and designers. Final adjustments should be carefully documented and consulted if changes need to be made.
- Records: Over time, actual maintenance on the various systems should be accurately tracked including both the date of occurrence and cost. These records will be used to predict the accuracy of future projections and costs.

The key building systems and their integral components that will part of the plan include, but are not limited to:

- Heating system: All mechanical systems/HVAC should be inspected and maintained regularly; performance is to be maximized through proper maintenance.
- Air handling equipment: Fans, ductwork, dampers, and louvers should be inspected and maintained regularly; performance is to be maximized through proper balancing.
- Roof system: Surfaces should be inspected regularly, with proper removal of snow and water; leaks should be repaired upon discovery.
- Plumbing system: Sprinkler systems, water fountains, pumps, expansion joints, and drains should be regularly inspected.
- Electrical system: Regularly scheduled analysis by professional engineers and electricians used to identify common faults.
- Fire alarm and public address system: Regular testing and maintenance.
- Finishes: Painting should be done on a regular schedule and to avoid disturbances of planned occupancy of the school, flooring is to be cleaned, waxed and/or sealed regularly, depending on the materials and location in the school, whether classroom or bathroom.

The following forecasted maintenance spreadsheet describes the frequency of anticipated maintenance per year, the estimated cost for each occurrence and the total estimated annual maintenance cost for each system.

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Annual maintenance is anticipated to be in the estimated amount of \$3.30 per square foot based on approximately 77,000 square feet for a total of \$254,100. This is believed to be feasible. However, 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 describes the frequency of anticipated maintenance per year, the estimated cost of each occurrence and the total annual maintenance cost for each system. Fowler School District R4J has employed a facilities manager such that he performs most of the onsite maintenance, plumbing, janitorial, internal repairs, and grounds repairs. His salary with benefits is estimated at \$62,119 per year. Major problems that extend beyond his skill set are contracted out to local vendors.

Below is a list of systems/components and the estimated cost per year of maintenance: Total = \$201,000

- HVAC = \$40,000
- Plumbing (LEED) = \$20,000
- Electrical = \$5,500
- Building Shell = \$5,000
- Internal Repairs = \$10,000
- Janitorial Supplies = \$85,000
- Grounds Repairs = \$12,500
- Low Volt / IT Maintenance = \$10,000
- Kitchen Maintenance = \$13,000

Fowler School District R4J acknowledges that maintenance numbers during the initial years of the new school will be lower than the following years. This proves to be true based on our analysis of the actual maintenance costs of Fowler Elementary School which was built in 2003.

CAPITAL REPLACEMENT PLAN

Fowler School District R4J's capital replacement plan is to set aside and earmark funds for the purpose of replacement of each of the major systems of the new school as they reach the end of service lives. Foreseeing the expenditures that will ultimately be required to replace these major systems will allow the school to plan for the future and be prepared as capital expenses arise. The Fowler School District R4J Capital Reserve Fund had a fund balance of \$375,156 as of June 30, 2019, which includes an upcoming expense of \$160,705 for a net fund balance of \$214,451. Fowler School District R4J plans to allocate annually to a separate capital reserve account based on an as-needed basis for the Capital Replacement Plan.

To prepare the capital replacement plan, Fowler School District R4J determined for each category the estimated service life of the item, the estimated replacement cost, and the annual amount based on a straight-line method to be set aside in capital reserves in order to pay for the cost of replacing the item at the end of its useful life. The information set forth below.

- Roofing has a 30-year life span for other roofing for a total cost of \$700,000 and an annual cost of \$26,660. At this point in time, Fowler Elementary School has a new roof, installed in the summer of 2019, and the proposed secondary school will also have a new roof.
- Air Handlers have a 25-year life span for a total cost of \$65,000 and an annual cost of \$2,600.

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- VAV's have a 20-year life span for a total cost of \$25,000 and an annual cost of \$1,250.
- Miscellaneous Plumbing has a 25-year life span for a total cost of \$20,000 and an annual cost of \$700.
- Light Fixtures have a 15-year life span for a total cost of \$20,000 and an annual cost of \$1,500.
- Painting has a 10-year life span for a total cost of \$8,000 and an annual cost of \$1,000.
- Flooring has a 15-year life span for a total cost of \$150,000 and an annual cost of \$10,000.
- Landscaping/irrigation has a 20-year life span for a total cost of \$5,000 and an annual cost of \$250.
- Hardscapes have a 25-year life span for a total cost of \$20,000 and an annual cost of \$800.
- Joint Sealant/weatherstrip has a 10-year life span for a total cost of \$3,000 and an annual cost of \$300.
- Smartboards/projectors have a 10-year life span for a total cost of \$78,000 and an annual cost of \$3,000.
- Low Voltage Cabling/Equip has a 20-year life span for a total cost of \$35,000 and an annual cost of \$1,500.
- Doors and hardware have a 30-year life span for a total cost of \$10,000 and an annual cost of \$1,000.
- Windows/Glazing have a 30-year life span for a total cost of \$30,000 and an annual cost of \$1,000.
- Window Treatments have a 10-year life span for a total cost of \$15,000 and an annual cost of \$1,500.
- Fire Sprinklers have a 50-year life span for a total cost of \$70,000 and an annual cost of \$1,500.

The total costs of all the above systems and components are \$1,254,000 and annual costs totaling \$54,560.

Based on our analysis, Fowler School District R4J feels setting aside these amounts is more than adequate to have funds available when replacement is necessary, without taking into account the idea that rehabilitation will be a possible solution instead of replacement with respect to many of the components under this plan. Of course, this capital replacement plan will need to be modified for the actual systems, which are specified in the actual construction of the school.

FINANCIAL RESPONSIBILITY FOR MAINTENANCE AND CAPITAL REPLACEMENT PLAN

The total annual estimated amount for costs under the maintenance plan and capital plans as described above is approximately \$55,000. In order to assure that Fowler School District R4J can be financially responsible for these amounts, Fowler School District R4J analyzed its historical and projected sources of revenue. Fowler School District R4J believes this amount is sustainable within our budget. Thus, Fowler School District R4J is confident that we can financially support the maintenance and capital replacement plan.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All facilities on the Fowler School District campus were constructed with the express purpose of public education. Construction dates of all campus facilities are as follows:

* Fowler Elementary School: 2003 (17 years old)

* Fowler Junior/Senior High School: Main Educational Building: 1954 (66 years old) - the east wing of the Jr/Sr High School

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building

* Fowler Junior/Senior High School: Additional Educational Building: 1964 (56 years old) - the west wing of the Jr/Sr High School building

* Fowler Junior/Senior High School: 'C-Building' (Industrial Arts, Visual Arts, Music/Band, Wrestling): 1964 (56 years old)

* Fowler Junior/Senior High School: Ag Shop/Bus Barn Building (Ag Education, Bus Shop, Maintenance): 1971 (49 years old)

* Fowler Junior/Senior High School: Gym: 1975 (45 years old)

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The Fowler School District serves the town of Fowler, Otero County, Crowley County and a small section of Pueblo County. The first school was held in a small building approximately one mile southeast of the center of town, and had seven pupils in 1887. This smaller building was eventually replaced by the first multi-story school building in 1918. The district has since grown to include three schools and nearly 400 students. Over the years, FSD has had a limited budget which has impeded the district's ability to make significant changes. Based on the list below, it is obvious that a significant portion of the FSD budget is used on facility repairs and maintenance.

The following is a list of capital improvements made to the facility since 2009, with the year improvements were made, and approximate dollar amounts spent on the repairs/upgrades.

Fall 2019

- \$14,913; Repair/replace parts of the HVAC system at Fowler Elementary (FES)
- \$171,777; Replace roof at FES
- \$1,200; Electrical replacement of motor for well
- \$1,180; Install drinking fountains at FJHS/FHS

Summer 2019

- \$4,275; Expand surveillance camera systems of FJHS/FHS
- \$19,397; Install new camera systems at FES, FHS Gym, FHS Ag Shop
- \$6,289; Move FHS Secretary's office near the main entrance to FHS
- \$20,000; Install 2 sets of glass double doors at the main entrance to FHS
- \$3,250; Painted classrooms, hallways, exteriors
- \$2,265; FJHS/FHS gyms floor cleaning/waxing
- \$2,000; FHS replaced signage

Fall 2018

- \$1,605; Cafeteria freezer repair

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- \$1,158; Electrical box replaced in C Building

Summer 2018

- \$6,217; Plumbing drain project at FJHS
- \$3,163; Painted classrooms, hallways, exteriors, parking lots
- \$8,133; Upgraded hardware for HVAC at FHS/FJHS
- \$2,065; FJHS/FHS gyms floor cleaning/waxing
- \$2,500; FHS Replaced Signage

Spring 2018

- \$1,938; Plumbing drain project at FHS

Winter 2017

- \$1,908; Roof repair at FES/FJH/FHS
- \$2,806; FHS Gym Boys' locker room plumbing repair

Fall 2016

- \$125,941; Replaced tartan floor at FHS (Original 1974)
- \$91,182; FHS Gym remodel/floor coverings, misc. equipment

Summer 2016

- \$205,467; Ag Shop/Bus Barn roof replacement
- \$1,800; Ag Shop/Bus Barn downspouts replaced

Winter 2015

- \$13,063; FHS Gym Boys' locker room lockers replaced

Winter 2013

- \$62,941; FHS/FJHS Fire Alarm installation

Fall 2010

- \$23,779; Ag Shop/Bus Barn roof repair

Spring 2009

- \$558,954; Vibber Field (football/track) upgrade to include drainage

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Annually since Summer 2016

- \$12,799; Fire alarm inspection and repair
- \$5,792; Boiler inspections and water treatment

The total of the above expenditures is approximately \$1,375,257. Many of these projects are for items that will carry beyond the immediate future and can be used by the district in the future.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

FSD has sought diligently to utilize local sources, in-kind donations and assistance from our county commissioners, and from the assistance of local businesses and parents to avoid asking the state for grant funding to provide a new facility or major renovations for many years. Indeed, the assistance requested now is an absolute necessity, rather than a want. The fact that for 66 years the district has held together a facility that is debatably marginal from the first year is a testament to the FSD and community's willingness to address school needs.

At the November 5, 2019 election, the voters of Fowler School District R4J approved a \$4,900,000 bond issue to be used only for a BEST grant match. The constituents of Fowler School District R4J have financially backed the district in its endeavors. However, this project will not be possible without the Fowler School District R4J being awarded a BEST grant due to the statutory limitations of bonded debt.

Fowler School District R4J has been aggressive in fundraising through a variety of sources to upgrade its facilities. The Fowler High School Gymnasium remodel project received various grants to include: Department of Local Affairs-\$100,000, Daniels Fund-\$50,000, Black Hills Energy-\$7,500 and local donations-\$67,500. The Vibber Field remodel project also obtained various revenue sources of which included Great Outdoors Colorado-\$200,000 and Colorado School District Self Insurance Pool that replaced the football field light poles. In 2019, the Fowler School District R4J has also obtained a State of Colorado Safety Grant in the amount of \$49,800. Other smaller grants have also been awarded. The Fowler School District R4J will continue to be aggressive in applying for grant monies that can be used for capital improvements.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The Fowler School District R4J uses a separate Capital Reserve Fund that is used for capital outlay items. The budgeting process begins for this fund is that in the spring of each year. The administrative team of the district discusses the upcoming needs for the fiscal year. These needs are for the upkeep/maintenance of current assets and/or obtaining new assets to replace obsolete ones. The capital needs of the district are revisited on an as-needed basis. In the Operations/Maintenance section of the FSD 19/20 Revised budget, \$176,050 is budgeted for Purchased Services and Supplies. This translates into \$482.33 per pupil. The FSD 19/20 Revised budget has \$218,166 allocated for salaries and benefits. This translates to \$567.72 per pupil.

As of June 30, 2019, the Capital Reserve Fund has a balance of \$375,156 of which \$160,705 is set aside for the roof that was replaced on the Fowler Elementary School. This leaves a balance of \$214,451. Additional funds are transferred from the General Fund on an as-needed basis according to the priorities as determined by the administrative team.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Since the majority of this project is replacing our current Fowler Junior/Senior High School with a new building, no new utilities will be needed. It is estimated that there will be some savings in electricity and natural gas usage due to the fact of having a more efficient building. It is uncertain what the amount of savings would be at this time. The remaining utilities are estimated to remain at current levels.

Current Grant Request: \$37,271,902.00

CDE Minimum Match %:

23

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Current Applicant Match:	\$4,900,000.00	Actual Match % Provided:	11.61911075
Current Project Request:	\$42,171,902.00	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	November 2019 Bond Election
Future Grant Requests:	\$0.00		
Total of All Phases:	\$42,171,902.00	Escalation %:	5
Affected Sq Ft:	77,000	Construction Contingency %:	5
Affected Pupils:	359	Owner Contingency %:	5
Cost Per Sq Ft:	\$547.69	Historical Register?	No
Soft Costs Per Sq Ft:	\$90.27	Adverse Historical Effect?	Pending
Hard Costs Per Sq Ft:	\$457.42	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$117,470	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	309	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	359	Bonded Debt Approved:	\$4,900,000
Assessed Valuation:	\$23,091,966	Year(s) Bond Approved:	19
PPAV:	\$64,323	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$1,229,085	Year(s) Bond Failed:	
Median Household Income:	\$42,399	Outstanding Bonded Debt:	\$5,450,000
Free Reduced Lunch %:	54.5	Total Bond Capacity:	\$4,618,393
Existing Bond Mill Levy:	6.749	Bond Capacity Remaining:	(\$831,607)
3yr Avg OMFAC/Pupil:	\$1,761.04		



Division of Capital Construction

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 * C from grant application cost summary*) \$ 9,699,537.46


- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (*FY2019/20 AV x 20%*): \$ 5,092,564.00

- C. New proposed bonded indebtedness if the grant is awarded: \$ 4,900,000.00

- D. Current outstanding bonded indebtedness: \$ 288,400.00

- E. Total bonded indebtedness if grant is awarded with a successful 2020 election (Line C+D): \$ 5,188,400.00

School District: Fowler School District R4J
Project: R4J Campus Consolidation
Date: February 19, 2020

Signed by Superintendent: 
Printed Name: Alfred B. Lotrich

Signed by School Board Officer: 
Printed Name: Jason Bitter JASON BITTER

Title: R4J Board or Education Vice President

● **Facilities Impacted by this Grant Application** ●

ROCKY FORD R-2 - Rocky Ford HS - Addition/ Renovation - Jefferson Intermediate – 1954

District:	Auditor - Rocky Ford R-2
School Name:	Jefferson Intermediate
Address:	901 South 11th Street
City:	Rocky Ford
Gross Area (SF):	48,354
Number of Buildings:	1
Replacement Value:	\$12,715,986
Condition Budget:	\$8,681,691
Total FCI:	0.68
Adequacy Index:	0.27



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,611,226	\$1,548,755	0.96
Equipment and Furnishings	\$91,575	\$114,470	1.25
Exterior Enclosure	\$1,439,359	\$733,384	0.51
Fire Protection	\$12,766	\$525,752	41.18
Furnishings	\$321,649	\$36,412	0.11
HVAC System	\$2,147,528	\$2,111,788	0.98
Interior Construction and Conveyance	\$2,484,411	\$2,274,357	0.92
Plumbing System	\$768,917	\$929,338	1.21
Site	\$1,789,410	\$902,910	0.50
Structure	\$2,049,144	\$17,341	0.01
Overall - Total	\$12,715,986	\$9,194,507	0.72

ROCKY FORD R-2 - Rocky Ford HS - Addition/ Renovation - Rocky Ford Jr/Sr HS - 1963

District:	Auditor - Rocky Ford R-2
School Name:	Rocky Ford Jr/Sr HS
Address:	100 West Washington
City:	Rocky Ford
Gross Area (SF):	105,700
Number of Buildings:	3
Replacement Value:	\$26,539,133
Condition Budget:	\$19,660,718
Total FCI:	0.74
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,503,370	\$3,075,647	0.88
Equipment and Furnishings	\$969,486	\$925,080	0.95
Exterior Enclosure	\$3,348,893	\$2,778,104	0.83
Fire Protection	\$15,409	\$1,133,930	73.59
Furnishings	\$1,153,767	\$38,088	0.03
HVAC System	\$4,747,533	\$5,030,745	1.06
Interior Construction and Conveyance	\$3,882,353	\$3,611,234	0.93
Plumbing System	\$1,698,576	\$1,510,736	0.89
Site	\$4,268,201	\$2,674,297	0.63
Structure	\$2,920,740	\$3,848	0.00
Overall - Total	\$26,508,329	\$20,781,709	0.78

● **Facilities Impacted by this Grant Application** ●

ROCKY FORD R-2 - Rocky Ford HS - Addition/ Renovation - Washington Primary - 1950

District:	Auditor - Rocky Ford R-2
School Name:	Washington Primary
Address:	709 South 11th Street
City:	Rocky Ford
Gross Area (SF):	30,350
Number of Buildings:	3
Replacement Value:	\$8,192,562
Condition Budget:	\$5,865,153
Total FCI:	0.72
Adequacy Index:	0.24



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$978,234	\$1,146,830	1.17
Equipment and Furnishings	\$144,756	\$180,946	1.25
Exterior Enclosure	\$1,313,739	\$771,858	0.59
Fire Protection	\$11,666	\$302,463	25.93
HVAC System	\$1,427,096	\$941,114	0.66
Interior Construction and Conveyance	\$1,531,062	\$1,188,364	0.78
Plumbing System	\$394,023	\$322,102	0.82
Site	\$1,447,855	\$1,151,732	0.80
Special Construction	\$103,271	\$103,270	1.00
Structure	\$840,861	\$46,003	0.05
Overall - Total	\$8,192,562	\$6,154,682	0.75

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: ROCKY FORD R-2

County: Otero

Project Title: Rocky Ford HS - Addition/ Renovation

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

The Rocky Ford School District is a small rural district in the southeastern plains of Colorado along the Arkansas River Valley. The school district is in the north central part of Otero County and covers approximately 160 square miles.

The center of the Rocky Ford School District is the town of Rocky Ford, which was founded in 1887 and built their first school in 1889. As of the 2010 Census, the town of Rocky Ford's population was 3,957. Nestled along Highway 50, which is the only coast-to-coast highway in the US, Rocky Ford has dramatic temperature swings from day to night. Thanks to this climate, melons grown in the area are particularly sweet. Today, Rocky Ford cantaloupes and watermelons have fans worldwide. The district's mascot, the Meloneer, is one of the most unique in the country and is a reflection of the community's pride in the agriculture of the area.

The School District's published enrollment was 743 K-12 students in 2019. Enrollment numbers for the district peaked in the mid 1960s at over 2300 students. It has since declined, but has been holding steady for the last 20 years around 800 students.

The district was placed on turnaround academic status around 2010 and a major improvement effort ensued. This is reflected in Rocky Ford's current vision statement, which voices Rocky Ford School District's dedication "To Ensure Individual Success and Learning of All Students, Within a Safe Environment." A renewed focus on academic programs resulted in a better standing with the state's accreditation system. The school district has been out of turnaround status for several years now and has earned a better accreditation score for each of the last nine years. The most recent state results have assigned the schools a Performance rating. The current focus of the district is on teaching math by helping students to link concepts and understand real-world applications, on ensuring student access to concurrent enrollment classes, and on providing access to vocational trades through the Agricultural Education Program.

The District operates three school buildings on two separate campuses, with the school district office located on a separate third site. The youngest students are served in two schools on a shared 12 acre lot: Washington Primary School serves grades K-2, Jefferson Intermediate School serves grades 3-6. Rocky Ford Jr./Sr. High School serves grades 7-12 on a 34 acre site. In total, the District owns and operates 185,340 square feet of academic and administrative space, approximately 229 square feet per student.

This Grant application will positively impact all 743 of Rocky Fords students.

A list of capital improvements implemented by the District over the past three years can be found in the "Facility Profile" section under "Facility Condition"

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

The central challenge we face is the age of our current facilities. We are proud of our maintenance staff and their ability to keep our facilities running, however, as our FCI numbers indicate, the majority of our building systems have exceeded their useful life expectancy and are overdue for replacement. Our staff struggle to find replacement parts for nearly all of our systems, as they are no longer supported or produced. We often have to make parts, or patch together the old ones as we can, in order to create a safe learning environment for our students.

CDE Assessment reports were published in the fall of 2019 and list the following total Facility Condition Indexes:

Washington Primary School - .68

Jefferson Intermediate School - .68

Rocky Ford Jr./ Sr. High - .74

These high FCI numbers did not come as a surprise to the district, as we have been doing our best to overcome facilities challenges and keep aging buildings up and running for years. Prior to receiving the CDE reports, the District began a Facilities Master Planning process in order to gather data, and put together a road map for overcoming our deficiencies.

Through the master planning process, reviewing consultant reports, CDE assessments, and internal district knowledge, it was concluded that all three buildings are deficient in security, site safety, fire alarm systems, fire protection, PA and phone systems, indoor air quality/ventilation, mechanical, plumbing, electrical, roofing, and window/ envelope issues.

Washington Primary School, built 1950, FCI .68

Building Safety:

Our basic life safety systems are either missing or woefully inadequate. Our fire alarm system does not provide coverage as required by code. We have minimal initiation and notification devices in the corridors and classrooms. Our consultants have indicated that it is a high priority for us to replace the entire system. We do not have a fire sprinkler system.

We lack the ability to communicate effectively across the building, which is a major concern during emergencies. Our phone system, which also functions as our PA and paging system, is far beyond useful life and functions intermittently. We have extreme difficulty communicating to staff and students during lock-downs, events and emergencies.

A fire alarm drill was conducted recently and it was discovered that a staff member remained in the building while in the workroom. She could not hear the alarm or any of the announcements. The class in the music room could not hear the announcements either. Neither of these locations has ever had a connection to the announcement system or a speaker connected to the fire alarm system. Also, there was a recent false alarm with the fire alert system. The wind was strong outside and caused one of the exterior doors at the end of the hallway to slam shut. A fire alarm pull station fell open when the exterior door slammed shut. Of course, this alerted the local emergency responders and then it took some time to figure out how to reset the pull station. The alert systems are old and seem to be beyond their serviceable life.

Electrical:

Our electrical service main was updated in 1996 but most of the system downstream from there is original to the building and beyond useful life including wiring and sub panels. Circuits are undersized for our equipment and breakers often trip.

HVAC:

The building is heated and cooled with a combination of residential style units for individual spaces, a centralized steam boiler with radiators, and swamp coolers. Outside of the residential units, the systems are largely original to the building and many

BEST FY2020-21 GRANT APPLICATION SUMMARIES

thermostats and control valves are stuck and no longer function. We do not have a centralized control system, and many of the areas of the building end up too hot or too cold. The hallways have no ventilation or fresh air. Strong odors are common throughout the schools, and during winter months student illnesses increase dramatically and it is generally believed the poor indoor air quality contributes to this.

Washington Primary School has experienced challenges with regulating the heat. Some classrooms are too hot and some are too cold. Twice in the last 20 years, the boiler failed during winter and school had to be canceled while the boiler was replaced the first time and repaired the second time. The last failure occurred in 2016/2017 and classes were canceled for four days. Even when classes resumed, the boiler was still being repaired and a temporary solution had to be utilized. To provide temporary heat, external gas heaters were rented and hot air was blown into the building through hoses that were connected to makeshift plywood barriers that were cut precisely enough to allow the hot air to come in while trying to block the gas fumes from the external heaters. While the temporary solution provided sufficient heat, the smell of gas did permeate the building.

Plumbing:

Improvements have been made to the water lines, but all fixtures are original to the building (1950), beyond useful life expectancy, and due for replacement. This is true of the sanitary system as well.

Old cast iron sewer pipes are under Washington Primary School. The pipes have developed leaks and a foul odor penetrates the school building. At least once a school year, we have a backup of the sewer system and the City has to come out and figure out if it is a school district issue or a City issue. The school district has received quotes on a complete replacement of the sewer lines but the cost is too high to fit within the annual budget for capital projects. It is currently on the list of proposed improvements that will be funded by the district's reserves. It is a regular occurrence to close down access to bathroom facilities while repairs are being conducted and there is also a foul odor throughout the building.

Roofing:

Our roof leaks consistently. We have had a third party roofing consultant assess all of our roofs and this one was deemed "fair" and in need of significant improvements to prevent further damage to the roof and building below. None of our roofs are under warranty.

Washington Primary School experienced damage recently when water was working its way from the roof to the inside of the kitchen and the basement. For some reason, when the building was erected, the gutter leading from the roof over the kitchen area was enclosed within the brick exterior of the building. As the water leak was investigated, it was discovered that the gutter enclosed in the brick was blocked by a large rock and that there were cracks that allowed water to enter the building. The only way to detect the cracks, because of the way the building had been erected, was to use a small video camera at the end of a long cord that could fit inside of the gutter. Fortunately, the problem was discovered during the summer months and could be repaired before students returned. The kitchen was not usable during that time and the summer food program could not be run out of Washington Primary School.

Exteriors:

We struggle with preventing water from entering the building at windows and metal panel systems. Those systems are single pane, uninsulated, and original to the building. Our maintenance staff spends much of their time sealing up gaps and attempting to secure down failing panels.

In 2017, Washington Primary School had water backing up into the basement where the boiler is located for the heating system. The investigation uncovered a problem that has resulted from work that the City of Rocky Ford had conducted on the storm drains near the school. Because of that work, Washington Primary School is now in a flood plain. Any precipitation now results in the playground being flooded. The school district has made facility improvements to keep the water away from the building but this will require constant vigilance.

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Security:

The main entrance is the only door with an electric lock/card reader system in any of our buildings. The doors to the play area and entrances utilized to get to and from the modular classroom are key lock only, and are typically unlocked throughout the day. This is a major security concern as we are unable to effectively monitor and control who is entering the building.

We do not have a secure entrance/vestibule. During the school day, once students have arrived and class has begun, the front door is locked. Visitors are buzzed in to the school with an Alphone system. The main office is near the front entry, but once a visitor is buzzed in, they have complete access to the building.

Washington Primary School has two modulars on campus. One is used to provide preschool services. The other is used to provide Special Education services and music classes. The modulars are not secure and are easily accessible. As an example, this school year one child found his way into the modular with the music classroom during a recess. The door shut behind him which caused him to be afraid. He was resourceful and pulled the fire alarm to gain the attention of the teachers. This incident made it clear that the entrances to the modular buildings are not secure.

Site Safety:

Safety during drop off and pick up times is a major concern for our staff and parents. Far more parents are driving their children to school than were planned for when these schools and sites were constructed. Washington and Jefferson occupy a shared site, and parent, teacher, bus, and pedestrian traffic all commingle along 11th Street. We currently do not have physical separation between any of the different transportation methods that bring students to school. We do our best with traffic cones, crossing guards, and parent training, to minimize risk, but students must cross through queuing lanes and bus drop off traffic to get to the front door of both schools. We do not have an accessible path from ADA parking stalls or public right of way to the front door. Students and teachers walk outside to get to and from our modular. This is a concern as we do not have card readers or electronic hardware on any of these doors

11th Street is a one-way street that runs in front of both Washington Primary School and Jefferson Intermediate School. The one-way street has to also serve as the parking area and as the pick-up/drop-off area. It takes several staff members to monitor the one-way street in the morning and again in the afternoon to assist with the safety needs of the students. Buses also use the same one-way street and staff members have to use safety gear and signs to direct traffic so that the buses can make it to their destinations on time. The most concerning incident in recent years was when a hail storm hit right as school was letting out for the day. The school gave the "take-shelter" command which resulted in parents leaving their cars parked in the queue on the one-way street so that they could either join their child inside or to try to quickly pick them up and return to their cars. The resulting chaos took a while to sort out before the street could be cleared enough for people to safely depart.

Jefferson Intermediate School, built 1954, FCI .68

Many of the challenges in Jefferson are similar to our struggles in Washington. The schools were built within 4 years of each other, and they share similar systems, most of which are original to the buildings.

Building Safety:

Our basic life safety systems are either missing or woefully inadequate. Our fire alarm system does not provide coverage as required by code. We have minimal initiation and notification devices in the corridors, and classrooms. Our consultants have indicated that it is a high priority for us to replace the entire system. We do not have a fire sprinkler system.

We lack the ability to communicate effectively across the building. This is a major concern during emergencies. Our phone system, which also functions as our PA and paging system, is far beyond useful life and functions intermittently. We have extreme difficulty communicating to staff and students during lock-downs, events and emergencies.

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The school had an arson fire over a Thanksgiving holiday break, the fire alarm system was not triggered and the fire department was not alerted to the emergency. This is despite passing the regular inspections on the alert system. Another concern is with the elevator. Jefferson School is a two story building and an elevator was installed in the 1990's. The elevator entrance on the first floor is in a classroom and the entrance on the second floor is also in a classroom which is disruptive to the instruction taking place in those rooms. Also, due to the elevator not being part of the original building design, it is not reliable and is not reliable during winter months because it is on the exterior of the building and the cold seems to affect it. A teacher was riding the elevator due to a health issue and was stuck between floors as the elevator stopped working. Last year, a student had a seizure and emergency medical personnel were called. The elevator was not working, so the EMS crew had to carry the student down a flight of stairs on a backboard to get her to the ambulance to take her to the hospital.

Electrical:

Our electrical main was updated in the 1980s, but most of the system downstream from there is original to the building and beyond useful life including faulty wiring and sub panels. Circuits are undersized for our equipment and breakers often trip.

Refrigerators and freezers currently sit out in the cafeteria area of the school and not in the kitchen itself at Jefferson Intermediate School. The appliances could not be installed inside the kitchen because the electric system could not handle the demand. Also, the school tried to install ovens/stoves in the building for use by the After-School Youth Club. The electrical system could not handle the demand and therefore students are being taught to cook with microwave ovens and counter-top burners instead of on actual ovens.

HVAC:

The building is heated and cooled with a combination of rooftop units for some classroom spaces, a centralized steam boiler with radiators, and swamp coolers. The systems are largely original to the building and many thermostats and control valves are stuck and no longer function. Due to the disjointed and overlapping mechanical systems, many of the areas of the building end up too hot or too cold. Hallways have no ventilation or fresh air.

Heat cannot be regulated at the school. Some upper-level classrooms have had the valves to the radiators sealed shut to stop heat from coming through. Those rooms continue to be warm, around 80 degrees, even though the heat has been "shut off". The music room has had no heat in the room for 2 years, the class has been displaced numerous times due to low temperatures in the room. The school district has tried multiple solutions which have all failed. It has been a challenge because local professionals do not want to work on the system and professionals from out-of-town seem to have very little interest in traveling to Rocky Ford. In March of this year, the music classes will be displaced again as another repairman tries a new solution.

Plumbing:

Water main and distribution lines are original to the building (1954), and so is the sanitary system. We have a sewage ejector pump in the basement that is old and needs constant upkeep. When it fails, the basement area floods. We also have several leaks from water pipes and roof drain pipes, with the most notable leaks in the admin area and the basement area. All of these are happening through asbestos materials and costs associated with abatement have made repairs prohibitive.

During Thanksgiving Break in 2010, a water line leading to a hallway fountain busted and water ran all weekend, flooding the hallways on both floors. Due to asbestos in the floor tiles that started coming up, plastic was used to line the floors for the remainder of the school year until the asbestos abatement was conducted and new flooring was installed over the summer of 2011. None of the buildings have alert systems related to water. Therefore, custodians are now assigned shifts to "walk" buildings during breaks so that leaks are caught quickly.

Roofing:

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Our roof leaks consistently. We have had a third party roofing consultant assess all of our roofs and this one was deemed a mix of 20% good, 70% fair, and 10% poor. Generally we need significant improvements to prevent further damage to the roof and building below. None of our roofs are under warranty.

Exteriors:

We struggle with preventing water from entering the building at windows and metal panel systems. Those systems are single pane and original to the building and our maintenance staff is constantly sealing up gaps and attempting to secure down failing panels.

The southeast corner of the building has a large crack in the exterior wall of the school. The crack is becoming more concerning as it has grown over the last couple of years. Another constant concern is with the easy access to the roof. Vandals can access the roof of the building and have started fires on the roof while causing other damage.

Security:

We do not have a secure entrance/vestibule. During the school day, once students have arrived and class has begun, the front door must remain open. The main office is near the front entry, but a visitor must walk through the unlocked doors, up a flight of stairs, and around a corner to get to the office. Generally, our school is unsecure, and we lack the ability to monitor and control who is coming into the school.

In October of 2018, the food service director had received some threats on her life from her husband. He said that he was going to find her at work and kill her. Because she works in all three of the buildings in the school district, all schools had to be secured. Due to the lack of secure entrances at the buildings, officers from the local police department and the Sheriff's department had to be posted at the front of the schools. This was the only way to ensure that there was a visual on the entrances of all of the schools and that nobody could force their way through the single set of doors which provide the only barrier at each building.

Site Safety:

Our drop off and pick up times are a major concern. Jefferson shares the front drop off area with Washington and safety concerns are described above. We do not have an accessible path from ADA parking stalls or public right of way to the front door

Buses have to exit on to 11th Street through the parent pick up line. From 11th Street, traffic (buses and parent pick up) merges with a highway. Staff support is provided to safely escort children across both 11th Street and Highway 71.

Rocky Ford Jr./ Sr. High

Building Safety:

Similarly to Jefferson and Washington, Rocky Ford Jr./Sr. High lacks the ability to communicate effectively across the building. This is even more of a concern at the high school given that we have students walking outside between four different buildings. We have the same situation at RFHS as in the other schools, where the phone system also functions as our PA and paging system. It is far beyond useful life and functions intermittently. We have extreme difficulty communicating to staff and students during lock-downs, events and emergencies.

Our fire alarm system does not provide coverage as required by code. We have minimal initiation and notification devices in the corridors, and classrooms and our consultants have indicated that the system needs to be replaced in its entirety. We do not have a fire sprinkler system

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Electrical:

Our electrical main was updated in 2007, but most of the system downstream from there is original to the building and beyond useful life, including wiring and sub panels. Circuits are undersized for our equipment and breakers often trip.

HVAC:

The building is heated and cooled with a combination of rooftop units, some of which utilize below slab ductwork that may have collapsed, a centralized hot water boiler with radiators, and VRF heat pumps. Due to the disjointed and overlapping mechanical systems, many of the areas of the building end up too hot or too cold. Hallways have no ventilation or fresh air. Many of the systems are original to the building and function inconsistently. We do not have a centralized control system, and many of the areas of the building end up too hot or too cold. Several areas, including hallways have no ventilation or fresh air.

Plumbing:

Improvements have been made to the water lines, but all fixtures and drinking fountains are original to the building (1963), and so is the sanitary system.

Roofing:

This roof is the most problematic for us out of the three buildings in the district. As with the others, we have had a third party roofing consultant assess all of our roofs and this one, outside of the gym which we recently replaced, was deemed "poor" and in need of replacement to prevent further damage to the roof and building below. Again, none of our roofs are under warranty.

Exteriors:

We struggle with preventing water from entering the building at windows and metal panel systems. Those systems are single pane and original to the building and our maintenance staff is constantly sealing up gaps and attempting to secure down failing panels.

Security:

We have several classroom areas that can only be accessed by going outside, including our junior high wing, the ag building, and the wrestling room. The building is organized around a partially enclosed outdoor courtyard. It was originally designed with a glass hallway surrounding the courtyard, with multiple doors/ access points. We monitor the doors with a new camera system, but none of the doors have electronic sensors or locks and many remain unlocked throughout the day to allow students to access these remote classroom spaces.

We do not have a secure entrance/ vestibule. During the school day, once students have arrived and class has begun, the front door must remain open. The office is near the front door, but we do not have the ability to directly monitor the main entrance. Generally, our school is unsecure and visitors have complete access to the building.

Proposed Solution to Address the Deficiencies Stated Above:

Overview/ Summary

We hired a master planning consultant who led us through a robust and rigorous process including engineering assessments and extensive community input. Through the master planning process, we developed a facilities plan to address our health and safety concerns, security needs, and overcome our deficiencies by bringing all 743 students together on our 34 acre high school site. Details of our master planning process are described in detail below. The proposed scope that this grant request will support is as follows:

- Construct an addition to the Jr/ Sr. High School to accommodate grades PK-8, therefore consolidating all of our students on

BEST FY2020-21 GRANT APPLICATION SUMMARIES

the 34 acre high school site.

- The resulting PK-12 School should have two separate entrances, one for PK-8, and one for high school. This combined facility should have as many shared resources PK-12 as possible, including cafeteria, kitchen, music, art, and potentially more options for students.
- Expand our existing Jr/ Sr. High School cafeteria and kitchen as required to accommodate an increased student population.
- Renovate to create a new secure entrance for the high school.
- Make high priority life safety improvements to the high school including new fire alarm, PA system, and phone system.
- Reroof existing HS main building.
- Demolish Washington and Jefferson schools, clear and reseed the site, and relocate the existing solar panels to the high school site.
- Seek efficiencies as possible, proposed budget and plan should be lean, target \$55 million or less total project cost.

Master planning process:

The District issued an RFQ for Master Planning services in July of 2019. After undergoing a competitive process including interviews, the District selected Wold Architects and Engineers as their planning team. Wold sent engineers and architects to walk our buildings and gather data around our facilities. Both Nunn Construction and Fransen Pittman were engaged to inform the planning process with cost information.

We formed a planning committee of parents, community members, staff, and Board of Education members. The committee was tasked with making a recommendation to the Board of Education for future capital improvements. The committee met multiple times over the course of five months. The planning team led the committee through a process to review information gathered about our facilities, define goals and priorities, review and consider options, gather input from our community, and finally, make a recommendation.

Information Reviewed:

The committee reviewed historic population and enrollment numbers, and came to an agreement that enrollment is not growing or declining significantly. We reflected on the size and capacity of our current buildings and agreed that we have approximately the right amount of space for the programs we run, though the group agreed that there are some potential efficiencies that could be captured by consolidating some of our resources. We reviewed the condition of our facilities with the help of the CDE assessment reports and the Wold Engineers assessment reports, as well as anecdotal information supplied by our staff. Contractors reviewed our deficiencies, and, in partnership with our planning team, it was estimated that resolving all of the items identified as deficient would cost upwards of \$80 million. Obviously, the group felt daunted by our needs and challenges, especially given that our budget currently allows for under \$200,000 annually for capital improvements.

Preliminary Planning Criteria:

After letting the reality of our needs sink in, we spent time discussing how to move forward. Our planning team recommended we avoid jumping to solutions, but rather start by defining values, goals and priorities. The committee developed the following criteria to help inform our consideration of potential solutions:

- Community input & buy-in is essential
- Focus on security and safety

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- Support up to date technology throughout buildings
- Buildings to be fully accessible and ADA compliant
- Provide appropriate 21st century learning environments
- Provide appropriate age grouping with reduced transitions
- Buildings should be warm and welcoming for parents and community
- Solve building deficiencies and reduce ongoing maintenance costs
- Optimize viable current resources as possible
- Plan should not create any abandoned buildings

Community Input Meeting #1

In order to build ownership and buy-in on our process as broadly as possible, the committee held a publicly advertised community meeting at the high school. Our intent was to gather input on the information gathered to date and the committee's preliminary planning criteria. The meeting was attended by over 60 parents and interested community members. After a presentation, attendees worked in small groups to discuss what is important to them, and to revise and comment on the preliminary planning criteria. Each group then reported out their thoughts. Sentiment was fairly consistent from group to group and the top 4 items that stood out were: 1: "Focus on security and safety", 2: "Support up to date technology throughout buildings", 3: "Buildings to be fully accessible and ADA compliant", and 4: "Solve building deficiencies and reduce ongoing maintenance costs". There was also consensus that "Provide appropriate age grouping with reduced transitions" and "Buildings should be warm and welcoming for parents and community" were not criteria that should drive decision making.

Revised Criteria and Preliminary Options considered

The planning committee reconvened to reflect on community input and consider options. After reviewing input on the criteria, the group agreed to make several changes. They wanted to be more specific about several of the items, and added detail to articulate their priorities more precisely. They agreed to delete the two criteria that received negative feedback, and decided to add in a new one, "Consider financial reasonability/viability" The group felt this item was necessary, as it did not feel helpful to simply recommend a plan that was financially unrealistic. They revised the criteria to be:

- Focus on security and safety: resolve life safety, P.A. system, secure entries, drop-off/ pick-up
- Support up to date technology and learning environments throughout the District
- Community input & buy-in is essential
- Solve building deficiencies and reduce ongoing maintenance costs: HVAC, windows, roofs, electrical and ADA
- Optimize viable current resources as possible – preserve athletic fields and Melondome
- Invest in Ag, CTE, and trades training programs and provide appropriate spaces to support them.
- Consider financial reasonability/viability
- Plan should not create any abandoned buildings

BEST FY2020-21 GRANT APPLICATION SUMMARIES

After revising the criteria, the planning consultant team presented 8 different options based on previous conversations and the planning criteria. The options were organized around how many buildings the district would commit to operating moving forward, and each were presented with rough order of magnitude costs supplied by the planning team in partnership with the two contractors we had engaged.

Option 1 - Move forward with three buildings:

1a - District wide security and life safety upgrades

1b - Repair Key Deficiencies in all buildings

1c - Repair major deficiencies in one school (start with HS). Fix remaining buildings in future phases.

Option 2 - Consolidate to two buildings:

2a - Renovate and add on to Washington Primary or Jefferson Intermediate to create a PK-8

2b - Construct a new PK-8 to replace Washington Primary or Jefferson Int.

Option 3 - Consolidate to one building:

3a - Create a PK-12 school by constructing a PK-8 addition to the existing high school, and fully renovate the high school - demolish Washington Primary or Jefferson Int.

3b - Construct a new PK-12 school at the high school site - demolish Washington Primary, Jefferson Intermediate, and the high school

The committee discussed each option, and tested them against the criteria using a matrix to evaluate and score them. There was consensus that it would not be possible to satisfy the criteria with any of the three building options. The district's needs are too broad to simply try to fix everything, especially given limited financial resources. The group also agreed that Option 3b (new PK-12 building) was not viable due to the overwhelming cost and the community's sentimental attachment to the existing high school building.

The group decided to add two new options:

2c – Renovate the HS and do an addition and renovation of Jefferson or Washington to make a PK-8

3a.5 – Build a PK-8 addition to the HS, with modest improvements to HS (life safety, roof etc.) target project cost of \$55MM

These two new options scored the highest when ranked. The group reflected on both, and were concerned that option 2c was actually a two phase effort and that it would not be realistic to think we could undertake and fund two major projects on both of our sites at the same time, even with the help of BEST.

After further discussion, and heavy emphasis on financial viability, the group arrived at a preliminary recommendation: 3a.5 – Build a PK-8 addition to the HS, with modest improvements to HS (life safety, roof etc.). There was consensus that total project cost should be kept as low as possible while still providing appropriate facilities, and concluded that the plan should target a project cost of \$55MM. All understood that improvements to the high school would be limited, and that further improvements would be needed in a later phase.

The group agreed to bring this preliminary recommendation to the community for input.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Community Input Meeting #2:

The second community meeting was held in the Jefferson Intermediate School cafeteria. This meeting was also publicly advertised and well attended with approximately 60 attendees. The format of the meeting was similar to the first: a presentation was given to summarize the information and discussions to date. After the presentation, attendees broke out into small groups to review planning criteria, the options considered, and to discuss the planning committees preliminary recommendation. Each group reported out, and then we had an open full group discussion. Consensus was achieved on the following points:

Our facilities needs are real, significant, and we need to act

The high school is the asset that our community values the most and would like to preserve moving forward

The planning committee's recommendation is the best option

Final Facilities Plan:

The planning committee met a final time to reflect on all the information and input gathered to date. The group agreed that input from the community meeting supported the preliminary recommendation. There was unanimous consent to recommend the following plan to the Board of Education:

Phase 1, to begin immediately: Apply for a BEST grant in 2020 to help fund the following:

- Construct an addition to the Jr/ Sr. High School to accommodate grades PK-8, therefore consolidating all of our students on the 34 acre high school site.
- The resulting PK-12 School should have two separate entrances, one for PK-8, and one for high school. This combined facility should have shared resources PK-12 as possible, including cafeteria, kitchen, music, art, and potentially more.
- Expand our existing Jr/Sr. High School cafeteria and kitchen as required to accommodate an increased student population.
- Renovate to create a new secure entrance for the high school
- Make high priority life safety improvements to the high school including new fire alarm, PA system, and phone system
- Reroof existing HS main building
- Demolish Washington and Jefferson schools, clear and reseed the site, and relocate existing viable play equipment as possible along with the existing solar panels to the high school site.
- Seek efficiencies as possible, proposed budget and plan should be lean, target \$55 million or less total project cost

Phase 2, to be completed in the next 3-5 years: Improvements to the main high school to resolve remaining deficiencies including HVAC units and distribution, electrical system, exterior windows and wall panels, and improvements to the VoAg building.

How Urgent is this Project?

If this grant is not awarded, the District will have to continue to repair/replace systems and components ranked by priority, as they continue to fail, and then we likely will apply for your assistance with this goal again next year. It is hard to anticipate which of the expired systems will fail next, and with limited funds it is not possible to tackle any of the major concerns completely. We currently rely on facilities staff to minimize interruptions to school operations. Their hard work and diligence has prevented any serious injuries to date, but interruptions happen, and we live with risk everyday.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Rocky Ford School District uses regular planning processes at multiple levels to ensure that regular maintenance is carried out faithfully and that capital projects are identified and planned for appropriately. At the building level, administration teams will continue to work with the custodians to identify priorities. Current practices that will be carried into the future include: weekly building walkthroughs with the aid of checklists to identify problems early, annual planning for more significant projects, and identifying training or professional development that will be provided to the custodians. At the district level, both the parent accountability committee and the Board of Education engage in processes to identify facility priorities and to plan for the future. The Board of Education maintains a multi-tiered list of facility needs that are organized by time: within the next year, within the next three years, within the next five years, and beyond. The parent accountability committee provides data to inform the board of education's decisions.

In addition to the continuation of these practices, Rocky Ford School District will hire a director of maintenance if the grant is received. Currently, each building has its own set of custodians with one head custodian at each location. These custodians report to the superintendent and the business manager. If the grant is received, the district will reorganize the custodians and hire one person to be the director of maintenance which will provide more expertise and supervision over facility needs than what can currently be provided by the superintendent and the business manager. The newly appointed director of maintenance will assist the district by managing warranty issues, custodian training, as well as taking a major role in the planning processes for facility maintenance and improvement.

The school district also realizes that there will continue to be a need for facility maintenance even with new facilities. Over the past six years, the Rocky Ford School District has spent an average of approximately \$220,000 between capital projects and repairs. The district will continue to budget at least this same amount if the grant is received. Also, the amount of \$220,000 does not include all of the grant support nor the financial support from the Foundation for Rocky Ford Schools. The school district will continue to seek financial assistance in this way particularly when dealing with playgrounds, athletic facilities, and improvements to our agricultural education facilities.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All three of the buildings impacted by this project were built by Rocky Ford School District, and were up to codes and standards of school construction at the time.

Rocky Ford High School was built in 1963.

Jefferson Intermediate school was built in 1954, with an addition constructed in 1962.

Washington Primary School was built in 1950.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Rocky Ford High School was built in 1963. No major additions or renovations have taken place since that time.

A pre-engineered metal building was added to support the VoAg program in 1965

A pre-engineered metal building was added to support the wrestling program in 2011

The track and field were renovated in 2019 with the help of a GoCo grant.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Jefferson Intermediate school was built in 1954, with an addition constructed in 1962.

Washington Primary School was built in 1950.

Modular 1, early childhood, built in 1994

Modular 2, ESL & Music, built in 1976

The following is a list of capital projects, minus the bus purchases, that were approved by the board of education in the last several years. This list does not include all of the repairs that were undertaken in addition to the approved capital projects. The repairs were a multitude of projects that addressed needs with the electric, mechanical, and roofing systems that cost less than \$5,000 each and therefore were not considered capital projects.

2014-2015:

Replaced all of the air conditioning units at Jefferson Intermediate School

Upgraded technology in the student computer labs across the district

Total amount spent on capital projects and repairs: \$212,772.95

2015-2016:

Replaced the bleachers in the high school gym

Replaced the flooring and purchased new tables for the Junior Senior High School cafeteria

Renovated select bathrooms at the Junior Senior High School

Renovated select bathrooms at Jefferson Intermediate School

Renovated select bathrooms at Washington Primary School

Total amount spent on capital projects and repairs: \$274,967.91

2016-2017:

Replaced the flooring in select classrooms at the Junior Senior High School

Renovated select bathrooms at the Junior Senior High School

Replaced the flooring in select classrooms at Jefferson Intermediate School

Renovated select bathrooms at Jefferson Intermediate School

Replaced the flooring in select classrooms at Washington Primary School

Renovated select bathrooms at Washington Primary School

Repaired a cement walkway outside of Washington Primary School

Total amount spent on capital projects and repairs: \$201,984.29

BEST FY2020-21 GRANT APPLICATION SUMMARIES

2017-2018:

Replaced cement walkways outside of Washington Primary School

Replaced the lighting in the Jefferson Intermediate School gym with LED

Total amount spent on capital projects and repairs: \$141,871.54

2018-2019:

Replaced the lighting in the high school gym with LED

Installed new exterior lights for the outdoor athletic facility at the high school

Total amount spent on capital projects and repairs: \$179,390.24

2019-2020:

Made an additional payment on the new exterior lights for the outdoor athletic facility at the high school

Made ADA improvements to the Ag Shop and the locker rooms at the Junior Senior High School

Replaced select exterior doors across the district

Replaced the reserve tank for the boiler at Jefferson Intermediate School

Improved the outdoor grass play area at Jefferson Intermediate School

Replaced the gym lights at Washington Primary School with LED

Replaced the carpet at the district office

Total amount spent so far on capital projects and repairs: \$258,683.87

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The Rocky Ford School District has solicited and received financial assistance from many sources in the past several years to address facility needs.

- The Melon Field Project, which resulted in a new all-weather track and synthetic football field facility, was funded largely through a GOCO grant. Other large funders for this project included: El Pomar, Daniels Fund, and Gates. Local fundraisers were also used.

- Improvements were made to other outdoor athletic facilities through grants from El Pomar and the Southeast Council of Governments.

- A new playground was installed at Jefferson Intermediate School and the funding was provided by a grant through the Colorado Health Foundation.

- A new wrestling practice facility was paid for by the Foundation for Rocky Ford Schools and a variety of local fundraisers.

- A greenhouse and multiple equipment purchases for the Ag shop were funded by the Foundation for Rocky Ford Schools.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- A grant was received from the Colorado Energy Office to assist with an energy audit at Jefferson Intermediate School and to help make a priority list for improvements.

- Although not necessarily facility related, the school district also has received funding support for an after-school youth club from Otero County, El Pomar, and Tri-County Family Care Center

The Foundation for Rocky Ford Schools is an important partner to the school district. When some water rights were sold the City of Aurora several years ago, a group of concerned citizens realized the impact on local property taxes which would inadvertently hurt the school district. In response to this group of citizens, Aurora gave a one-time payment of \$1.5 million. A foundation was then formed to manage this money and the associated expenditures. The money was invested and the foundation has never spent any of the principal. However, the money earned off of the investments has all gone back into the schools to support programs and facility needs. The Foundation for Rocky Ford Schools will continue to be an important partner for the school district moving into the foreseeable future.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Rocky Ford School District maintains a list of needs for facility improvements and repairs. The list is reviewed every year for accuracy by the custodian/principal teams at the individual schools and also at the district level by the parent accountability committee and the board of education. Starting in January of each school year, the parent accountability committee considers the list of facility needs and makes recommendations to the board of education regarding the capital projects for the following school year. These recommendations are built into the budget that is then approved by the board of education every June. A needs-based budgeting approach is used for capital projects and has resulted in no less than \$140,000 spent on facility needs. As stated previously, an average of \$220,000 has been spent per year on district-wide facility improvements and repairs in the last six years. The specific dollar amounts per FTE were as follows: FY14 - \$263, FY15 - \$334, FY16 - \$241, FY17 - \$178, FY18 - \$234, FY19 - \$348

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Our engineering consultants reviewed electricity and gas bills from the district for all three schools during the months of July 2018-June 2019. Positive Energy Solar is partnered with the district to maintain a solar plant next to the junior-senior high and another next to the primary and intermediate schools providing electricity to all three schools. Gas and additional electricity is also provided by Black Hills Energy.

Electricity bills for the year totalled to \$94,693.21 for the junior-senior high, \$40,917.75 for the intermediate school, and \$21,543.02 for the primary school. Gas bills totalled to \$30,335.81, \$19,007.73, and \$16,540.87 respectively as well.

Existing school district has three facilities:

Washington Primary, Jefferson Intermediate, and Rocky Ford Senior HS.

Washington and Jefferson have steam boiler systems that are inherently inefficient; their combustion efficiency is about 85% or less. For both schools, the steam piping and controls are failing and they have minimal control. This results in the overheating of spaces, which is a waste of energy and financial resources. The proposed solution would consolidate all the schools to a single site that would be heated by a high-efficiency hot water boiler plant with combustion efficiency of about 91-93%.

The existing rooftop cooling equipment is standard efficiency and all new cooling equipment would be high-efficiency with energy recovery.

There would be a reduction in base connection charges by consolidating all the sites.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The total energy cost may be approximately the same or go up some because the increases in efficiency described above would be offset due to the fact that the new addition will be cooled, and much of the existing spaces are not. However we would expect to see a reduction in kbtu/sq/yr due to increased performance of the heating and cooling systems, as well as increased performance of the building envelope construction materials.

Current Grant Request:	\$41,402,021.34	CDE Minimum Match %:	38
Current Applicant Match:	\$7,491,102.00	Actual Match % Provided:	15.32138159
Current Project Request:	\$48,893,123.34	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Nov. 2020 Bond Election	
Total of All Phases:	\$48,893,123.34	Escalation %:	7
Affected Sq Ft:	94,608	Construction Contingency %:	6
Affected Pupils:	743	Owner Contingency %:	6
Cost Per Sq Ft:	\$516.80	Historical Register?	No
Soft Costs Per Sq Ft:	\$85.72	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$431.08	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$65,805	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	249	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	743	Bonded Debt Approved:	
Assessed Valuation:	\$34,776,419	Year(s) Bond Approved:	
PPAV:	\$46,805	Bonded Debt Failed:	\$4,500,000
Unreserved Gen Fund 18-19:	\$2,509,093	Year(s) Bond Failed:	16
Median Household Income:	\$32,942	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	78.8	Total Bond Capacity:	\$6,955,284
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$6,955,284
3yr Avg OMFAC/Pupil:	\$2,784.29		



Division of Capital Construction

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 * C from grant application cost summary)	<u>\$18,579,386.87</u>
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2019/20 AV x 20%):	<u>\$7,491,102</u>
C. New proposed bonded indebtedness if the grant is awarded:	<u>\$7,491,102</u>
D. Current outstanding bonded indebtedness:	<u>\$0</u>
E. Total bonded indebtedness if grant is awarded with a successful 2020 election (Line C+D):	<u>\$7,491,102</u>

School District: Rocky Ford School District
Project: PK-12 Addition and Renovation
Date: February 19, 2020

Signed by Superintendent: 

Printed Name: Kermit Snyder

Signed by School Board Officer: 
Printed Name: Alan Frantz
Title: Vice President



CITY OF ROCKY FORD

203 South Main *Rocky Ford, CO 81067* (719) 254-7414 * (719) 254-7416

February 19, 2020

Kermit M. Snyder, Ed.D.
Superintendent
Rocky Ford School District
601 S.8th St
Rocky Ford, CO 81067

Dear: Mr. Snyder:

I am writing in support of the Rocky Ford School District's application to apply for financial help through the BEST Grant. The project supports our goals of improving the City of Rocky Ford, economically, physically, and socially to make it more attractive for people to want to come and live here.

The economic downturn has hit Rocky Ford and the Arkansas Valley hard. The Closing of major sources of long-term employment has increased the unemployment rates as well as causing many families to move out of town. Many displaced workers are struggling to adapt to the 21st century job market, in which computer skills and technological literacy are critical success factors. Farmers and Ranchers had to sell farm land due to the drought a few years ago. High School kids are going out of town for college because there are no job opportunities here. These issues have caused school districts to consolidate their elementary, junior high and high schools. The Districts are unable to fund multiple sites.

The Rocky Ford School District as many other school districts are needing to bring all grades under one site to help financially. Many schools were used to having classes with 30-40 kids and now we are struggling to get classes with 20-30 kids. This consolidation of schools and classrooms not only helps the schools financially, but also will help the City. It will be more convenient for us to offer water, sewer, and trash at one facility instead of 2 or 3, this saving money for the school. Having the children at the same site will increase the safety of our children, this will help with crisis management. Our emergency personnel will be able to serve the school better with one site if ever a crisis arose. The City of Rocky Ford is in support of any Rocky Ford School functions as well as anything that helps keep the kids safe and makes the most sense financially. Since I have become City Manager I feel that we have strengthened our relationship with the schools and we are willing to help in everything they will allow us to be a part of. I look forward to the school district making these great changes and helping to make Rocky Ford a stronger community.

Sincerely,

Shanon Wallace
City Manager
719-254-7414



CITY OF ROCKY FORD POLICE DEPARTMENT

203 South 9th • Rocky Ford, Colorado 81067
(719)254-3344 • (719)254-3345 • Fax (719) 254-6324



To whom it may concern,

Rocky Ford Police Department takes pride with its working relationships with all the schools and administration in our community. We work diligently to ensure the safety and well-being of the students and staff of the Rocky Ford School District. Let this letter serve as support of the proposed plans for the school district.

There are several concerns regarding the students walking to and from classrooms via the courtyard at the Rocky Ford High School. One of the concerns is the issue of students coming and going thru doors, 13 sets of doors, all of which are not always monitored either due to the lack of cameras and or lack of staff. This could possibly be an entry point for any unwanted person or persons in our school. This could also be a point of entry for any unwanted or dangerous packages into the schools without properly being vetted or supervised. Another concern is the Mother Nature. As we know in this great state of Colorado, especially on the high desert plains where we live, the weather changes without a moment's notice. The coming and going to classes and from classrooms or to get from one side of the building to another exposes our students and staff to the potential hazardous elements.

The consolidation of students and staff of the Rocky Ford School District onto one campus will allow the administration to restructure the location of classrooms at each level of learning while keeping the younger students from intermingling with the older students. Doing so will help minimize these risks previously mentioned. A centralized campus will help minimize the need for different emergency, evacuation and reunification plans for each different location of students and staff throughout our city.

The Rocky Ford Police Department is a small 8-person department including myself with a limited budget. With a centralized campus this will potentially be an opportunity for the appointment of a School Resource Officer (SRO). With the safety and well being of our students and staff on the forefront of administrator's minds, an SRO will have immediate access to their safety.

The Rocky Ford Police Department and the R2 School District have an excellent working relationship. With the proposed changes, if a grant is approved and plans move forward will strengthen the efforts of both entities. Thank you for your consideration.

Respectfully,

Angelo Griego III
City of Rocky Ford Chief of Police

State Representative
BRUBENTELLO
Colorado State Capitol
200 East Colfax Avenue, Room 307
Denver, CO 80203
Office: 303-866-2905
brubentello.house@state.co.us



Vice-Chair,
Education Committee
Member,
Rural Affairs & Agriculture
Committee

COLORADO
HOUSE OF REPRESENTATIVES

STATE CAPITOL
DENVER
80203

Colorado Dept. of Education
Capital Construction Assistance Board
201 East Colfax Ave.
Denver, CO 80203

Dear Capital Construction Assistance Board and the Colorado Department of Education:

Today, I am writing in support of the Rocky Ford School District's application for the Building Excellent Schools Today Grant. The District plans to use this grant to fund renovations for Washington Primary School, Jefferson Intermediate School, and the Junior Senior High School.

According to the facility assessment conducted by the Colorado Department of Education, Washington has a Facility Condition Index score of 0.78, and Jefferson with a score of 0.63. The Rocky Ford School District expects the results from a facility assessment for the Junior Senior High School soon. As compared to other Colorado school buildings, these scores are fairly high and indicate how necessary these renovations are. Though these schools have served their community well, they are not updated to accommodate the needs of twenty-first century education.

Name, security and infrastructure updates. These three schools are well over 50 years old. They have an overabundant number of entrances, poorly located offices, and lack security vestibules. Rocky Ford's schools were not built with modern security threats in mind. The safety of students should be our highest priority. Colorado's youth deserve a stable, secure environment to learn. Another aspect that is crucial for creating this environment is infrastructural renovations. These three schools require improvements with heating and air, ventilation, sewer and water, roofing, and electrical needs.

All of these upgrades are costly. Just the cost of Junior Senior High School's roof replacement alone would use all of Rocky Ford's reserve intended for facility improvements for the entire district. The Rocky Ford School District has already taken steps to create a master plan for facility improvements. Whether they decide to renovate current facilities or demolish them, the BEST grant would significantly alleviate the heavy financial burden of these updates.

Public education in Colorado is in need of drastic improvement; schools who demonstrate their dedication to their students, as Rocky Ford has, must expand their capacity to serve those students. This is why I implore you to accept Rocky Ford's BEST Grant application. In being awarded this grant, the Rocky Ford School District will undoubtedly broaden its ability to provide students with knowledge and opportunities. I unequivocally support Rocky Ford's application for the BEST Grant. Please feel free to reach out to me at any time with any questions you may have.

Sincerely,

Brian Buentello
State Representative
House District 47

CC: Rocky Ford Superintendent Kermi Snyder
Rocky Ford School Board President Darren Garcia
Rocky Ford School Board Vice President Alan Frantz
Rocky Ford School Board Secretary Sharri Moreland
Rocky Ford School Board Treasurer Sandra Lundquist
Rocky Ford School Board Director Tony Jaramillo



ROCKY FORD FIRE/EMS

300 South Main Street, Rocky Ford, CO 81067 Phone 719-254-3322, Fax 719-254-7416

Date: 02/15/2020

From:
Ray Gonzales – Fire Chief
300 South Main Street
Rocky Ford, CO 81067
719-254-3322 Work
719-250-7851 Cell

To: BEST Grant Review Committee

RE: Rocky Ford School District Facility Improvement Project

The Rocky Ford Fire Department would like to reach out and express our full support for the Rocky Ford School District's Facility Improvement Project. This project has implemented combining the elementary schools, and the high school into a centralized location. For our line of work this simplifies our knowledge, skills and abilities and have one location to provide life safety to our students. The completion of this project will provide enhanced state of the art fire alarm alert and suppression systems. The current fire alert systems in the elementary schools, although functional, are outdated and are easily over 20 years old. As the current buildings continue to age, so does it's ability to notify and protect its students and staff creating an unsafe environment reducing our abilities to provide the highest standard of public safety.

The current layout of Washington Elementary, and Jefferson Intermediate schools presents a challenge to our agency due to limited staging of equipment only being allowed at the front and limited access to the sides of the buildings. Currently we don't have the ability to strategically place our apparatus in the back sides of these buildings reducing our ability to stabilize an incident and protect life and property if such need arises. With the new Facility Improvement Project, we will have improved abilities to strategically place our apparatus thus reducing damage to property and improving lifesaving operations from any incident that presents itself.

Our jobs as public safety persons are to mitigate challenges and potential incidents through innovative progressive approaches to solutions. This project will provide the needed progressive approaches and innovative safety and security solutions for our students and staff alike. This is done through an improved approach to incident management at a centralized location allowing our responders the ability to improve operational objectives and standard response protocols especially with accountability of staff and students. When the need arises to evacuate students and have a specific location that is simplified for parents during reunification. This project will allow for state-of-the-art response and security systems that will provide the highest standard of school security and safety to the staff, students, law enforcement, parents, and first responders. The Rocky Ford Public Safety Departments are dedicated to the safety and security of it's students and we support and commend the Rocky Ford School District RE2 for taking giant steps to seek funds to mitigate challenges they are facing with aging buildings, aging school infrastructures, and weak security and safety technology. With the funds they are seeking will allow them to meet these challenges and provide the highest standard of safety and security infrastructure in the state.

Thank you for your time and we hope you will consider the Rocky Ford School District RE2 for funding.

Sincerely,

Ray Gonzales-Fire Chief

● Facilities Impacted by this Grant Application ●

Chavez/Huerta K-12 Preparatory Academy - Dolores Huerta Prep HS Addition/ Remodel - Dolores Huerta Preparatory HS - 2006

District:	Auditor - Pueblo City 60
School Name:	Dolores Huerta Preparatory HS
Address:	2727 W 18TH STREET
City:	PUEBLO
Gross Area (SF):	49,080
Number of Buildings:	3
Replacement Value:	\$12,076,787
Condition Budget:	\$1,548,496
Total FCI:	0.13
Adequacy Index:	0.10



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,846,204	\$1,008,471	0.55
Equipment and Furnishings	\$165,128	\$0	0.00
Exterior Enclosure	\$1,498,241	\$0	0.00
Fire Protection	\$397,861	\$0	0.00
Furnishings	\$198,007	\$0	0.00
HVAC System	\$831,542	\$24,156	0.03
Interior Construction and Conveyance	\$1,858,526	\$424,533	0.23
Plumbing System	\$704,329	\$64,951	0.09
Site	\$1,960,864	\$16,918	0.01
Special Construction	\$434,176	\$0	0.00
Structure	\$2,181,909	\$9,469	0.00
Overall - Total	\$12,076,787	\$1,548,498	0.13

Chavez/Huerta K-12 Preparatory Academy - Dolores Huerta Prep HS Addition/ Remodel – Cesar Chavez Academy - 1954

District:	Auditor - Pueblo City 60
School Name:	Cesar Chavez Academy
Address:	2500 W 18TH STREET
City:	PUEBLO
Gross Area (SF):	84,300
Number of Buildings:	15
Replacement Value:	\$14,590,292
Condition Budget:	\$6,031,850
Total FCI:	0.41
Adequacy Index:	0.26



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,448,273	\$1,856,590	0.76
Equipment	\$48,122	\$60,153	1.25
Equipment and Furnishings	\$240,512	\$92,608	0.39
Exterior Enclosure	\$1,724,347	\$566,171	0.33
Fire Protection	\$2,751	\$556,685	202.37
Furnishings	\$93,991	\$1,787	0.02
HVAC System	\$1,167,938	\$1,207,056	1.03
Interior Construction and Conveyance	\$2,611,879	\$1,250,722	0.48
Plumbing System	\$851,364	\$344,921	0.41
Site	\$1,453,899	\$585,112	0.40
Special Construction	\$1,374,892	\$0	0.00
Structure	\$2,572,325	\$66,733	0.03

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: Chavez/Huerta K-12 Preparatory Academy

County: Pueblo

Project Title: Dolores Huerta Prep HS Addition/Remodel

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|---|---|
| <input checked="" type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: CHPA plans to construct a new permanent to replace all the ECMS & DHPH modular's that are aging, undersized compare to typical instructional space. | |

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

Currently, CHPA has three permanent academies - the Cesar Chavez Elementary Academy (CCA), Ersilia Cruz Middle School (ECMS), and the Dolores Huerta Preparatory High (DHPH). CCA and ECMS are housed on the south campus, while DHPH is located on the northern campus.

CHPA serves approximately 6.7% of the entire District 60 15,283 student FTE count and has 20 students on its waiting list. CHPA serves a student population where 80.1% of its students are on free and reduced lunch and 85% Hispanic.

ECMS students must travel daily from modular to modular to navigate their class schedule on the campus throughout the nine modular buildings, as well as crossing 18th Street to attend some of their classes at DHPH.

DHPH students daily travel between the ten-plex modular, the two-classroom modular and the five permanent classrooms in the DHPH facility, once of which is in the gym. They also cross 18th st to attend their mariachi class as well as provide community service reading or interacting with the elementary students.

CHPA has been successful despite the fact that our facilities do not meet current construction guidelines, 21st century educational standards, and are, generally speaking, less than desired for the attainment of the State of Colorado mandated educational standards. However, they are a welcome addition to the plighted west-side as designated by the City of Pueblo.

In the CHPA 2016-2021 school-wide Educational Master Plan, the Board established a goal to upgrade facilities to meet 21st-century technology needs by 2022. This plan articulated the need for classrooms that facilitate learning and contain infrastructure to facilitate today's technology needs that support student success. The long-term goal includes replacing less than desired aging modular classrooms with permanent space to improve safety, student/teacher health and security issues.

The west-side community has been ignored by the city of Pueblo for the past four decades. There is a slight economic spurt occurring now on the west-side due to the Neighborhood Works Organization and a builder constructing homes west of the CHPA campus since the community contains the only buildable lots in the city.

CHPA continues to work with community leaders to improve the area. In 2019, CHPA established a wellness center to serve the medical needs of its students and staff in collaboration with the Pueblo Community Health Center.

CHPA high school students are among the highest performing in the Pueblo Community. CHPA's DHPH has a successful early college program where approximately 51% of its 223 students participate, along with the highest graduation rate, lowest

BEST FY2020-21 GRANT APPLICATION SUMMARIES

dropout rate and the highest ACT composite scores above the State and District average.

In 2018, DPHH had two Daniels scholarship recipients in a graduating class of 42 senior students. All seniors graduated with at least one college credit and DPHH had 16 of 42 students receive an associate's degree before they graduated. In 2019, DPHH was the highest performing high school in Pueblo, ranked highest in graduation rate with 91.3% and the lowest drop-out of .4%.

Deficiencies Associated with this Project:

In summary, the nine (9) modular units on both the ECMS middle school and DPHH high school campus are deficient in the following areas:

1. Lack of solid/permanent foundations (currently, modular structures are sitting on blocks).
2. Poor ventilation and air circulation.
3. 50% of the typical social or elbow instructional space for students
4. Classrooms sizes that average 500 sqft do not allow the teacher to support students
5. Inadequate heating and air conditioning.
6. Ongoing structural movement, leading to frequent repairs and outside air to migrate in
7. Inadequate secured access points due to 29 access points
8. Lack of fire safety (no sprinkler systems).
9. Lack of electrical service (lack of capacity has limited our science and other curricula).
10. Lack of proper lighting (interior and exterior).
11. Lack of teacher/student storage space
12. Lack of a continuous communication system for safety or security needs. ECMS experiences several outages each month.
13. Compromised vision for a 21st-century school

CHPA simply does not have a 21st century comprehensive secure, safe, healthy, or inspiring learning environment for our middle and high school students! Our students are lacking a secure, well lit, and worry-free learning environment. Poor windows and poor air circulation contributes to health issues. The fact that students must walk from one building to the other, in all weather conditions, multiple times per day is unacceptable. The dust blows into the building through vents and through the doors, which often cause our staff and students with breathing or allergies to be absent. Temporary modular buildings are designed to serve as a "transitional" building; to be versatile and cost-effective, but our time of transition is past due. We cannot provide a 21st century safe, secure, inspirational, healthy learning environment for our student body without a significant financial commitment or contribution.

The BEST grant provides CHPA the best opportunity to mitigate these deficiencies. Listed below is an overview of the deficiencies by focus area of the Best Grant:

SAFETY AND SECURITY

- 1) There is no secured access system in place to ensure CHPA staff or authorized visitors are in these two academies.

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- a. Keys and other devices are still needed to provide access during lockdown events.
- 2) Over twenty-nine entry/exit points exits and can't be sufficiently supervised.
- 3) Both academies do not have enough security cameras and monitoring devices to observe all hiding areas on both campuses.
- 4) Due to the layout of both campuses, the travel distance between the buildings is required multiple times a day for middle and high school students.
- 5) Leadership supervision and security are difficult due to the separation & number of modular buildings.
- 6) There is no place for students to run and hide due to the layout of the buildings and open campus in the event of an active shooter
- 7) Should a lockdown occur, the middle school students must stay in the classroom during the entire event due to the lack of a fully enclosed campus.
- 8) First Responders indicate that CHPA has a multitude of safety and security challenges.
 - a. They have outlined the many challenges in a safety assessment provided to CHPA administration in 2019.
 - b. It is very difficult for law enforcement agencies to neutralize any threat due to the west-side location, the layout of the campus and the multiple buildings that exist.
- 9) Doors and door locks are not sufficient for lockdown situations or meeting the fire code.
 - a. Many of the doors can be opened even when locked.
- 10) Gravel and dirt walkways between buildings are difficult to maintain and cause safety hazards.
 - a. Any precipitation causes muddy, slippery, and hazardous conditions within the buildings.
 - b. Several students, parents, staff, and visitors have fallen or been injured this year alone.

FIRE SAFETY

1. No fire sprinklers exist in the temporary modular buildings exist.
2. Due to the response 26 minute time of fire responders; fire safety is an issue.
3. Limited electrical service, including the lack of outlets in each modular, leads to overloading circuits with the use of linked power strips and space heaters.
4. Due to the number of buildings and the modular construction the electrical daily electrical plug overloads provide a greater possibility of fires.
5. There is only one fireplug location at the ECMS middle school campus.

BUILDING HEALTH ISSUES RESULTING FOR TEMPORARY STRUCTURES

1. No permanent foundation - modular building structural supports are stacked concrete block piers with wooden shims used

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for leveling.

2. Two individual bathrooms are inadequate to serve the needs of fifty students, two teachers, and any visitors.
 - a. Under capacity bathrooms in each the ten-plexus at ECMS & DPHH for 200 students, ten instruction staff members, and five leadership support staff members.
3. The concrete block structural supports are in 18-inch deep crawl spaces.
 - a. This configuration causes the heating and air conditioning issues during the school year that impact student learning.
 - b. On occasion, skunks have been able to access these crawl spaces and create air quality issues.
4. Moisture in the crawl spaces, particularly at the perimeter walls, has created a difficult space to monitor for safe/health issues for students/staff.
 - a. CHPA maintenance leadership monitors each of these temporary buildings to mitigate mold.
5. Settlement and heaving amongst the many concrete block supports have caused doors and windows to not operate or seal correctly.
6. Due to the open campus, students are not sheltered from inclement weather.
7. There is no safe place to put students and staff in the event of a tornado due to the modular buildings.
8. Sewer overflows in at least one modular building
9. Modular structures do not have a stable network connection.
 - a. Increased buildings and separation between the buildings make for a difficult network situation.
 - b. Wireless does not work well in the modular buildings.
10. Dedicated permanent server space with adequate temperature controls is not available.
11. The pick-up and drop-off loop for middle school have limited capacity, causing traffic issues.
12. The parking lot entrance and student drop-off are located much too close to the intersection of Roberson and 18th Street.

HEALTHY AIR QUALITY

1. Poor ventilation and ill-fitting doors/windows have led to the infiltration of allergens.
 - a. This contributes to an unhealthy building situation.
2. Each of the modular buildings has its own wall-mounted supply and return forced-air HVAC system and thus have higher energy needs.
3. The lack of a whole-building ventilation system means a lack of circulating of fresh air.
4. The inadequate individual heating/air conditioning units cause inconsistent/uncomfortable heating and cooling extremes.

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- a. Most staff members use individual space heaters in offices and classrooms.
5. The two restroom systems in the two classroom units are very difficult to keep clean
 - a. Toilets are clogged daily.
 - b. There is only one ADA accessible stall in each restroom.
6. Ill-fitting doors and windows, along with deteriorating weather stripping, provide access for weather from the outside to enter the inside of buildings.
7. Poor and low lighting levels in the buildings cause headaches and other vision issues.
8. There are no lighting occupancy control sensors in the building.
 - a. All of the on/off light switches in each classroom are very inefficient.
 - b. The lack of space in the room does not allow for adequate chemical storage or fume hoods. It is not a lab, just a modular classroom.

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 system.
 - a. There is no gas in either building. Since July 2015, the individual HVAC units have cost the school approximately \$125,000 annually to support comfortable learning environments.
2. The buildings are not well insulated increasing energy costs.
 - a. An excess of \$200,000 is spent on excess energy annually
 - b. Upgraded insulation is needed to improve comfort and reduce energy use.
3. The location of a single thermostat serving multiple spaces does not allow adequate control.
 - a. Resulting in the spaces being under/overheated or cooled, which is detrimental to the computer labs.
 - b. 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. Internet and phone service is unreliable and inconsistent for all modular buildings.
5. There is a general lack of storage space for teaching supplies and no workplace for teachers outside of the classroom.
6. The buildings do not have an adequate or integrated intercom/paging system creating issues during emergency events.
 - a. This creates issues with drills and actual emergency events.
 - b. Staff is using the phone system, two-way radios, and personal cell phones to communicate.

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c. In an emergency situation, the school does not have the capability to communicate school-wide.

The security, life, and health safety deficiencies that are illustrated throughout this application, the CHPA master plan, and the updated school assessment report in May 2018 from the CDE denotes (13) thirteen unsupervised entry/exit points at the 6th-8th grade middle school modular complex, and (9) nine unsupervised entry/exit points at the 9th-12th grade high school modular and permanent facility campus.

Proposed Solution to Address the Deficiencies Stated Above:

In order to bring the numerous deficiencies in social space, safety, security and health/wellness issues listed above to resolution, the CHPA administration and community is pursuing the BEST grant to address priorities 1 and 2 needs of the BEST program to build permanent building space for the ECMS middle school and the DPHH high school.

The new space will eliminate the close quarters (lack of social space) that has occurred due to the undersized temporary modular space in the middle school where 85% of the instruction space is modular and 67% of the instruction space at DPHH is modular.

This will allow CHPA to provide each student with adequate social space, safe access/entry, and a temperature-controlled learning environment. The construction of permanent instruction space will significantly improve learning/educational opportunities for a community where 17% of families and 25% of children live in poverty.

A new integrated middle school/high school complex that allows for physical separation for the two unique student bodies but provide core or common space that can be used by both academies through access scheduling can provide a tremendous amount of synergy and flexibility for this space, in addition to a shared gym/auditorium space for each academy.

According to the CDE Capital Construction House Bill 08-1335, projects that address safety hazards, health concerns, relieve overcrowding, and move students from temporary facilities to permanent buildings are a priority. Our CHPA BEST grant addresses all of these issues.

In addition, the public school facility construction guidelines state addressing health and safety issues, including security needs, is paramount.

The CHPA BEST grant new facility would

1. Eliminate the numerous unsupervised exit points that cannot be sufficiently controlled,
2. having one secure entry point in lieu of the many entry points that exist now, would bring greater security and eliminate much of the need for students to travel outside between the buildings.
3. The Best grant would allow for all academies to have a secure one fob based entry point.
4. Ensure the building is compliant with fire sprinklers, alarm horn/strobes in the corridors, smoke detectors, and fire extinguishers in all the classrooms.
5. Ensure that our electrical capacity is adequate eliminating extension cords and space heaters
6. Eliminate poor ventilation from permeable doorways/windows and entries a. Decrease dust and allergens, leading to a higher quality of health.
b. Eliminate individual HVAC units and provide a controlled comfortable learning environment
7. Provide efficient bathroom space for students, staff, and visitors.

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8. Eliminates building heaving issues, gaps, and settlement problems for doors and windows.

A permanent building would:

1. Provide a solid structure for students in the event of a tornado, replacing the unsafe modular'
2. Allow students and staff with breathing issues/allergies to no longer be forced to be absent due to exposures to wind, dust, and bad weather and would attend a school with proper ventilation.
3. provide an energy-efficient, climate-controlled systems installed that would eliminate the use of space heaters and fans, creating an even climate throughout the building.
4. Proper drainage for water flow away from the building and eliminating wood rot long term can only be addressed by a new building structure.

Provide a sufficient amount of electrical capacity to maintain proper lighting will allow us to provide safe passage to the parking lots and ADA compliance regulations can fully be remedied.

5. Provide energy efficient windows, fixtures, new carpet, 21st-century learning classroom space, properly designed plumbing, an efficient HVAC system, and energy-saving LED lighting.
6. Provide extra storage for supplies/equipment and maintenance/custodial space that is sorely needed for educational programs.
7. Provide Science classrooms would be equipped with the proper safety protocols, as well as storage for chemicals, in order to offer classes such as chemistry and advanced biology.
8. Provide upgraded network cables, such as Fiber or T1 communication lines that can increase capabilities for education through technology and more efficient communication on campus to improve safety.
9. Provide an intercom/paging/bell system that would be state of the art, and staff would be specifically trained on the system itself and new crisis management protocols to go with the new facility thus enhancing safety.

All of these issues negatively impact the health, security, and safety of occupants while contributing to an uninspired learning environment. At ECMS and DPH there are many components that are beyond their normal life expectancy include modular building structures, roofs of modular buildings, modular fire protection systems, electrical systems, communication/security systems, and the HVAC units in each classroom.

Students, teachers, administrators, and parents at the Chavez Huerta K-12 Preparatory Academy community are proud of their accomplishments, but understand of our campus is located in a blighted area in Pueblo's west side that has been neglected by City Leadership. However, they remain focused on taking the next step in the inevitable growth cycle by constructing a 21st-century facility that is sustainable in every sense of the word. Unfortunately, CHPA faces a limited budget that is a detriment to the Board's strategic goal of having 21st-century facilities. These needs would be addressed with BEST grant funding. In addition, they also do not allow collaboration between grade levels or disciplines and thus contribute to an uninspired environment.

How Urgent is this Project?

CHPA desperately needs to replace its modular complex for its middle school and high school campuses as soon as possible to address the health, safety, security, social space & behavioral issues resulting from providing instruction in modular buildings that are less than desired building conditions. These conditions expose students to weather elements daily, not allowing students adequate social distance, exposing them to security situations when a threat is near either the middle school or high school academies.

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Research indicates higher achievement in schools with adequate space and noted larger instructional space resulted in greater achievement by students. Clearly our CHPA ECMS and DPHH students need more than 500 or 600 square feet on average of instructional space. This condensed space creates crowding problems, social problems, behavior issues and most of all less quality instruction for all students. Also, the cramped space does not allow the teacher to properly manage a classroom. CHPA has had to add additional security cameras to minimize many blind/hiding spots on the middle/high school campuses due to the sporadic and inefficient layout. Since both the ECMS and DPHH academies have multiple unsupervised entry/exit points of access since improving single point of access to buildings to will minimize each academies student from exposures of potential harm when unwanted perpetrators walk through the wide-open campus. Upgraded bathroom facilities will provide great capacity for bathroom needs for students and staff. The increased classroom educational space will remedy the current 500/600 square feet of educational space that all middle and high school students/staff deal with today.

The recommended size for an elementary school classroom in the United States is approximately 900 square feet. Consequently, the CHPA students are being educated in half the space recommended. Resulting in crowding and limited space for classroom movements for the students, staff, and visitors.

Without funding from BEST grant funds, CHPA will be forced to continue to serve students in inadequate modular that compromise social space, safety, student/staff health, and security of all stakeholders. The learning environment continues to be comprised of the numerous families in the community in spite of the continuous effort of CHPA to mitigate these issues to the best of our ability when resources become available. The modular 's will continue to erode making it more difficult for CHPA to further maintenance, utilities, safety, and security.

CHPA also desires to provide more natural light for our students and staff. The current ten-plex modular, as well as the two classrooms, not only have half the space of a normal classroom, they also provide a significantly reduced amount of light. Research shows that diminished natural light, especially during winter months, causes several conditions that negatively impact learning: depression, reduced mental stimulation, chronic drowsiness, and lethargic mental and physical behavior.

After serving our charter community for the past twenty years in less than desired space the time has come for the CHPA to receive the same 21st-century education that may urban and rural communities now benefit from with the BEST grant or bond/mill levy opportunities. Since CHPA is authorized by District 60 the bond /levy opportunities are diminished. In 2019, District 60 was able to pass a \$218 million dollars. In spite of CHPA representing 6.2% of the funded student count of the district D60 allocated on \$1 million of capital funds and noted it had to be spent on District-owned properties and does not include any CHPA facilities/properties'. This limits the funding opportunity for new facilities for CHPA. As a result, the BEST grant was selected to request funds for a new ECMS middle school and DPHH high school. We appreciate your consideration and hope that the committee will select CHPA for funding in the current 2020-2021 BEST program.

Our best funding opportunity lies with the BEST grant process. The Best grant can provide the most feasible opportunity to provide our students 21st-century learning facilities that support achieving the State educational standards in safe, secure, comfortable, state of the art and efficient learning space that promotes excellence. The DPHH motto is "chase perfection and achieves excellence"!!

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

When the new facility is completed, the costs to maintain the current inadequate educational modular complex would be mitigated. This would generate a significant amount of resources from increased energy efficiencies from the new facility. These costs alone of approximately \$240,000 would be released to support and offset the additional new facility. Also, CHPA would also utilize whatever capital resources that would be generated from the sale of the unused modular units to fund the capital replacement fund for the new facility.

CHPA acknowledges that replacement costs may take an unexpected path over the coming years, as the economy and school funding priorities vary from year to year. These components will be incorporated :

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1. A preventive maintenance schedule placed in our new SCHOOL DUDE work order system.
2. A facility replacement costs fund for building resources for future replacement/upgrades to the new facility.
3. Development of online operations and maintenance procedures for scheduled maintenance tasks and training purposes.
4. Ensure the commissioning is completed to verify the building systems/components are operating at their maximum designed efficiency.
5. A capital replacement amortization account or fund.

CHPA currently budgets capital improvements in its annual budget development and strategic planning process. Administrative and Building leadership submit budget requests in the following categories:

1. Safety / Security
2. Compliance with Law/Policy
3. Educational Master Plan (indicate section) Instruction, Facilities, etc.
4. Academic Improvement
5. Organizational Improvement
6. Innovation
7. Professional Development

Requests are prioritized based on the impact on student achievement annually. The Educational Master Plan is used to guide and reaffirm the planning priorities, including the related facilities planning that accommodates academic programming needs as well as growth. This method ensures that facilities are maintained with a capital improvement program incorporated in the CHPA annual planning process.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Cesar Chavez Academy Elementary facility is a District 60 owned site that was built in 1952 and six two classroom modular. It is a brick building with low ceilings and narrow hallways. The facility was shuttered at the time CHPA started the elementary academy. A great deal of improvements has been made to the facility since 2000 when CHPA was awarded the Charter for Cesar Chavez Academy. The addition to the original building was added in 2010 which included three classrooms, two bathrooms, and a gym. CHPA has also upgraded lighting, removed a great deal of asbestos, added new metal exterior door sets, improved the site, and added a secured visitor vestibule in 2019. Thirty-nine percent (39%) of instructional is conducted in modular's space that where built in 1996. The modular space represents 35.3% of the total elementary space.

The Ersilia Cruz Middle School Academy grouped in nine buildings consists of five (5) two classroom modular' s, a ten-plex modular and a small cafeteria that were used at the time of acquisition by CHPA through the Building Corporation and a \$15.5 million bond in 2007. Additionally, CHPA acquired three classrooms and a gym for electives in the CCA permanent Elementary wing that were added and improved with a District 60 Bond in 2010.

In 2018, ECMS was organizationally separated from the DPHH campus and established as the middle school modular campus to allow ECMS to have its own identity. Currently, 85.9% of instruction at ECMS is conducted in aging modular space. Most of

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these classrooms are approximately 600 sq ft in the 10 plex and the two classroom modular are 500 sq ft of instructional space. This creates an overcrowding situation now that ECMS has a waiting list for each grade. In addition, this modular middle school facility has 29 unsupervised entry/exit points. CHPA spent \$345,000 to improve the modular's, including new exteriors, new paint, security cameras, new IT communication upgrades, computer labs and new carpet in 2018. In 2019, CHPA upgraded two of the units electrical panels due to failure, rebuilt several ramps, and continued to improve the curb appeal with additional landscaping, security cameras and building access hardware at a cost of \$145,000. Currently, the modular's have no fire sprinkler system.

The DPHH High School was constructed in 2006 and opened in 2007. The high school facility includes a ten-plex classroom complex for the majority of the instructional space that is used daily, a kitchen/cafeterium, a large gym, a wrestling room, dance room and five classrooms in the DPHH permanent high school building that provides educational space for 223 students. Currently, the DPHH has an undersized/inadequate science lab. The DPHH modular complex does not have fire sprinklers, it has one ADA access bathroom stall in each bathroom for the boys/girls, four urinals in the boys and three stalls in the girls. Instruction at DPHH is conducted daily in approximately 67% modular space. The modular space represents 20% of the total building space including the athletic facilities. The modular space and permanent facilities have 12 unsupervised entry/exit points. CHPA continues to add security surveillance equipment to areas traveled by students in and out of the modular.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Prior to the 2017-2018 academic year, CHPA has spent hundreds of thousands of dollars maintaining and enhancing the facilities. CHPA continues to maximize its capital expenditures with the limited funds that are available. In 2017-2018, CHPA spent \$345,000 in the nine-building middle school modular campus for improvements, consisting of reskinning three of the modular buildings, adding more security cameras to monitor a few more of the numerous hidden areas of the ECMS campus due to the layout of the eight buildings, landscaping beautification, repairing/replacing access ramps, replacing windows and improving communication/Internet access. CHPA replaced the nearly 20-year-old carpet in all of the modular 's, improved lighting with the installation of new LED lights, replaced wood railings that failed, and improved the site and curb appeal with xeriscape landscaping.

In 2019-2020, CHPA spent an additional \$180,000 in capital upgrades in replacing aging wooden modular access desks/railing, replaced heaved sidewalks, painted the middle/elementary exteriors/interiors, hallways and upgraded early college laptops and elementary technology with I-pads. At DPHH and the Administration campus, CHPA replaced a rooftop a/c unit in the high school for \$45,000 and remodeled a two-classroom modular as an onsite wellness center in co-operating with Pueblo Community Health Centers at a cost of \$85,000.

Each year CHPA allocates operating revenues towards pending capital needs as part of its strategic budgeting process. However, the capital expenditure needs far exceed the available revenues. As a result, the ability to accrue adequate resources to replace the aging, inadequate, undersized modular building. The BEST grant will allow CHPA to eliminate its overcrowding issues that have occurred at its ECMS.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

CHPA has not pursued any other grant opportunities at this time. The charter school has finally reached a performance level that allows the administration to solicit a Best Grant.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Pursuant to 22-43.7-109(4)(d) CRS, CHPA will reserve capital funds for a Capital Renewal Reserve of 2% for each fiscal based on the year's per-pupil base funding for each years. CHPA will contribute to the renewal reserve based on the October 1 FTE pupil count PPR rate multiplied by the 2%. The budgeted amount will be transferred into the CHPA capital renewal fund by the end of each fiscal year.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

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CHPA spends approximately \$316,000 annually for utility costs. CHPA anticipates reducing electric costs by \$150,000 with the construction of the new permanent instructional space at the new ECMS and DPH and the elimination of the temporary modular buildings. this will represent a 48% cut in electrical costs. These funds will assist CHPA in funding the Capital renewal Reserve.

Current Grant Request:	\$27,849,319.65	CDE Minimum Match %:	11
Current Applicant Match:	\$2,096,185.35	Actual Match % Provided:	7
Current Project Request:	\$29,945,505.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Refunding current bond 2019 for DPH
Future Grant Requests:	\$0.00		
Total of All Phases:	\$29,945,505.00	Escalation %:	7
Affected Sq Ft:	114,503	Construction Contingency %:	2
Affected Pupils:	1,026	Owner Contingency %:	0
Cost Per Sq Ft:	\$261.53	Historical Register?	No
Soft Costs Per Sq Ft:	\$42.40	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$219.12	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$29,187	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	112	Who owns the Facility?	Charter School

If owned by a third party, explanation of ownership:

CHPA currently has a hybrid ownership model for its three Academies. The CCA Academy and the Ersilia Middle School hallway leading to the gym are owned by District 60. The balance CHPA owns.

If match is financed, explanation of financing terms:

na

Financial Data (Charter Applicants)

Authorizer Min Match %:	28.71	CEFCA or financing attempts:	0
< 10% district bond capacity?	Y	Enrollment as % of district:	0.68
Authorizer Bond Attempts:	0	Free Reduced Lunch %	81
Authorizer MLO Attempts:	0	% of PPR on Facilities:	13
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	0
3yr Avg OMFAC/Pupil:	\$2,695.69	FY19-20 CSCC Allocation:	\$285,682.98

Who will facility revert to if school ceases to exist?

The Modulares would either be destroyed, sold or reused for another non-educational purpose. The site would be landscaped to improve the Administrative campus and elementary campus.



BEST Charter School Grant Waiver Application

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

The Chavez Huerta K-12 Preparatory Academy (CHPA) 2020-2021 BEST application requests a partial waiver of \$1,194,000 of the required 11%, \$3,294,000 to offset costs that will be incurred to transition our Ersilia Cruz Middle School (ECMS) middle school campus from the D60 owned site to the CHPA owned Dolores Huerta Preparatory High School (DHPH) site as one integrated campus for the 2020-2021 academic year to enhance the safety, security and student/staff health. CHPA anticipated this move as a prerequisite to the educational success of our students. Should CHPA be awarded the BEST grant the 20-21 cycle this complex would serve as transitional ECMS middle school instructional space until the permanent facility is ready for occupancy.

As a result, the estimated cost for CHPA to purchase a used complex/move the existing ten plex to the DHPH site as well as provide all needed utilities will approximate \$900,000 to \$1 million dollars. In addition, with the move CHPA is also moving its bus barn that is adjacent to the DHPH two classroom modular to improve student/staff safety to eliminate the possible injuries occurring with a bus backing up and hitting a student or staff members as well as eliminate to possibility of students hiding in a bus during the school day. The approximate cost of moving the bus barn facility is approximately \$100,000 and needs to be completed by the beginning of the 2020-2021 academic year that starts in August 2020. In conjunction with the relocation of the bus barn CHPA will extend utilities to the new site that will approximate \$250,000. With the addition of a contingency, CHPA's cost to relocate the middle school to an integrated site that will have two supervised/camera entry/exit points exceed the waiver request of \$1,194,000. Listed below are a few of the educational enhancements that will occur with this transition.

- 1. Elimination of the multiple entry/exit access point at ECMS. ECMS currently has 29 entry/exit points that are difficult to supervise for our instructional staff and our two-person security team. Due to lack of capital funding many of these entry/exit points do not have a security camera monitoring activity exits.*
- 2. 58% of the ECMS instruction space is currently conducted in the seven inefficient two classrooms modular thereby requiring middle school students to go outside in inclement weather while transitioning from building to building. This should lead to improved health for students/staff at ECMS and reduce for accidents to occur.*
- 3. The integrated facility would enhance the students' academic performance due to the increased collaboration/support that can be provided in an integrated complex. Teacher's will have larger classrooms than in the current ECMS two classroom modulars and the ECMS ten plex resulting in more room to assist students in the new integrated complex.*
- 4. The behavioral issues that have occurred the past few years will be minimized as the result of enhance security and administrative leadership immediate access to classrooms with in the new complex.*
- 5. Security will be enhanced as the result of reduced entry/exit access points that are currently at the ECMS middle school. Camera currently at the ECMS site will be redeployed throughout the new integrated ECMS campus.*
- 6. Secured lock downs will be enhanced with the elimination of the multiple entry/exit access points and thereby improving safety.*

Should a waiver not be granted CHPA would need to adjust the 2020-2021 Adopted budget to allocate funds associated with the ECMS transitional middle school complex provide and postpone other instructional expenses since the ECMS transitional middle school is CHPA's first priority.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

One extenuating issue that CHPA would appreciate the BEST board to consider in regard to the CHPA waiver request is the hundreds of thousands of dollars that have been spent by CHPA maintaining the Cesar Chavez Academy (CCA) 1952 vintage elementary school facility. In the D60 \$218-million-dollar capital bond, D60 allocated only \$1 million for CHPA for capital improvements and mandated all of the \$1 million be spent at on the D60 owned property and not the CHPA owned facilities. This was in spite of CHPA representing 6.29% of the D60 student enrollment. If the prorated student approach for Bond fund sharing been utilized CHPA would have received \$13.2 million.

In addition, of the \$1 million allocated by D60 CHPA was required to prioritize a million dollars of the \$5.4 million priority needs for the CCA elementary campus only and not the entire CHPA facility. Since the timing of the request, the bond election and the funding allocation CHPA has spent approximately \$345,000 for items on the highest priority list since the items on the list failed and CHPA had no alternative but to replace them. Consequently, CHPA requested D60 reimburse CHPA for the \$345,000 amount. The request was subsequently declined by D60. CHPA has also replaced an air conditioning unit at DPHH at a cost of \$45,000 and upgraded a modular building to meet the medical standards of our wellness center at a cost of \$65,000. This center will help in maintaining the health of our students and staff.

CHPA anticipates that approximately \$150,000 to \$200,000 of modular improvement costs will be offset annually as the result of implementing the ECMS integrated facility transition at this time. These savings will be allocated for other instructional enhancements.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s Weighted Average: 29%

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

Applicant’s Response: Y

Adjustment: – 5%

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

Applicant’s Response: No

Adjustment: No – No Change

The CCA Elementary Campus is a district 60 facility. The ECMS Facilities and the DPHH campus are owned by CHPA. THE BEST grant is for the DPHH campus

D. How

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

Applicant’s Total: 0

Adjustment: 0% decrease of max 5%

D60 passed its first capital bond in 2019, CHPA was allocated \$1,000,000 for the D60 CCA Elementary Campus only and not the entire CHPA campus

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

Applicant’s Total: 0

Adjustment: 0% decrease of max 5%

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

Applicant's Total: 0

Adjustment: 0% decrease of max 5%

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

Applicant's # Attempted: 0

Adjustment: 0%

Applicant's # Attained: 0

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

Applicant's Enrollment: 6.8%

Adjustment: - 3 %

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

Applicant's FRED: 81%

Adjustment: -5%

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

Applicant's % PPR: 13%

Adjustment: 0 %

K. Unreserved fund balance as a percent of budget.

Applicant's % of Budget: 0%

Adjustment: -5%

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

CHPA has successfully obtained a CDBG with the City of Pueblo to extend 18th st to provide direct access to CHPA to enhance first responder safety. CHPA applied for SAFER funds to improve safety and security for interoperable communication and was left out of the D60 award. CHPA continues to work on a Daniels/GOCO for capital improvements and will submit a grant in the spring of 2020

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

7.01%

CDE Minimum Match Percentage:

11%

Bob Schilling
City Councilman
District 1



1 CITY HALL
PLACE Pueblo, CO
81003 719-250-4520
bobschilling68@gmail.com

City Council
Administration

January 30, 2020

To: Colorado Department of Education Building Excellent Schools Today (BEST)
Grant Review Committee

Re: Chavez Huerta K-12 Preparatory Academy

Dear Grant Reviewer:

As a City Councilman representing District 1 for the City of Pueblo, which includes Chavez Huerta K-12 Preparatory Academy (CHPA) and the Hyde Park community, I am in full support of the CHPA charter school receiving a very much needed BEST capital grant for the construction of a permanent building to provide educational instruction for a student population that is 75% Latino and represents the lowest per capita income in the city of Pueblo.

CHPA is conducting their educational instruction in less than adequate modular buildings at its Dolores Huerta Preparatory High School (DHPH) and Ersilia Cruz Middle School (ECMS) campuses. In spite of this, the schools' performance results are commendable. DHPH has the highest graduation rate at 91.3% and the lowest dropout rate in the City, despite the curriculum being a rigorous college preparation program.

A new middle school and an upgraded high school that significantly minimizes the number of public access points, has larger classrooms, upgraded security systems, adequate bathroom facilities, and allows student to be less exposed to weather elements at the beginning/end of school is highly desirable in this isolated part of the city. The Hyde Park community is very self-reliant and proud. The addition of a new facility for the Hyde Park area would enhance the stakeholders' pride in this community and allow CHPA to become a pillar of the City.

Sincerely,

Bob Schilling
City Councilman
District 1



Dan Corsentino

Private & Investigative Security Consultants

1218 N. Main St, Pueblo, CO - 719.696.9516

To: Colorado Department of Education Building Excellent Schools Today (BEST) Grant Review Committee

From: Dan Corsentino
DC Security and Investigations
1218 N Main St
Pueblo, CO 81003

Dear Grant Review Committee,

My name is Dan Corsentino, I am the former Elected Sheriff in Pueblo County, Colorado, and former Chief of Police in Fountain, Colorado, and past member of the Homeland Security Senior Advisory Board for First Responders.

Currently, I own DC Security and Private Investigations in the City of Pueblo, and we employ approximately 80 people, of which we also provide security in six schools in the municipality. Three of the schools that we currently provide security for, are on the campus of 2727 W 18th St, and those schools are Dolores Huerta Preparatory High School, Cesar Chavez Academy and Ersilia Cruz Middle School.

Please allow me to share with you that part of my responsibility, other than providing security, is to conduct site security assessments. In the past year, my company has provided security assessments of the campus at the previously mentioned address. One of the critical concerns facing this campus is the fact that they currently use portable classrooms, which are exposed from all directions to multiple potential security threats that could possibly occur. Further, the construction of these portable classrooms leaves them vulnerable to potential natural disasters such as high winds, tornados, and in the State of Colorado, extreme cold. In addition, these portable units do not buffer noise, internal or external that interferes at times with learning objectives of the educators teaching the students. I am sure that you are aware that portable units also pose a risk for immediate evacuation of students, should there be an active shooter or armed intruder that penetrates the portable unit, and poses a potential danger to the students.

I have been fortunate to provide security in school settings now during my entire law enforcement career, and most currently as a Private Security owner, and I can attest that the vision for the construction of a new middle, and renovate the current high school, that would enhance security for students present and future, is of the highest priority.

If I could be of assistance to you, please contact me via email at dan-corsentino@msn.com or at 719-696-9516.

Respectfully Submitted,

Dan Corsentino



February 14, 2020

TO: Colorado Department of Education Building Excellent Schools Today (BEST) Grant Review Committee

RE: CHAVEZ HUERTA K-12 PREPARATORY ACADEMY (CHPA)

Dear Grant Reviewer:

Pueblo Community Health Center (PCHC) is the health care home for 28,000 people who reside in Pueblo. PCHC's newest delivery site is on the CHPA campus, which is a partnership to offer students integrated, high quality health care. CHPA students experience health disparities, particularly mental health illness. We are intervening to remove health care as a barrier to student success. Healthy students contribute to a safe, secure learning environment.

PCHC is in full support of the CHPA receiving a BEST capital grant to construct a permanent building to provide educational instruction for a student population that is 75% Latino from households with the lowest per capita income in the City of Pueblo. CHPA is conducting their educational instruction in less than adequate modular buildings at its Dolores Huerta Preparatory High School and Ersilia Cruz Middle School. Despite this challenge, the schools' performance results are worthy of high praise. DHPH has the highest graduation rate (91.3%) and the lowest dropout rate in the City within the context of a rigorous college preparation program. Our hats must go off to CHPA and I hope resources will follow to support their model of education.

A new middle school and upgraded high school will significantly reduce public access points, provide larger classrooms, better security systems, adequate bathroom facilities, and reduces students' exposure to volatile weather elements at the beginning and end of the school day. The campus is in a part of the City in which fire and police response times are longer.

The project meets the BEST criteria in an exceptional way. I urge the Committee to rate the proposal highly and hope CHPA will be a recipient of BEST funding. Please contact me if there is any other support that PCHC may be able to offer. Good luck to CHPA!

Sincerely,

Donald Moore

Donald Moore
Chief Executive Officer
dmoore@pueblochc.org



110 East Routt Avenue, Pueblo, CO 81004
(719) 543-8711 • www.PuebloCHC.org



Richard A. Potter
Deputy Fire Chief

1551 Bonforte Blvd
Pueblo, CO 81001
(719) 553-2830
rpotter@pueblo.us

**Fire Department
Administration**

January 29, 2020

To: Colorado Department of Education Building Excellent Schools Today (BEST) Grant Review Committee

Re: Chavez Huerta K-12 Preparatory Academy

Dear Sir or Madam

Please accept this letter of support for the Chavez Huerta K-12 Preparatory Academy's (CHPA) grant application. We know that the safety and wellbeing of our children is a priority for the Colorado Department of Education, the leaders at CHPA, as well as the first responders in the community. The proposed improvements in the CHPA campus will help us work with the leadership at CHPA to provide better emergency services for fire, emergency medical, and hostile situations. We work very closely with the Pueblo Police Department in preparing for what we hope will never occur, and the current location and facilities at CHPA create additional challenges for responders. In addition to limiting access for unwanted persons, the proposed design will provide a coordinated location to assist rescue personnel in locating persons in need of medical attention. This will greatly increase the likelihood of a more positive outcome because the CHPA campus is already remotely located from fire stations and emergency medical personnel. Any reduction in the time necessary to reach a patient's side is of great benefit. The modular room design currently in use at CHPA creates additional challenges for responders to locate patients by having different reporting locations. We know that funding is limited, and you have a daunting task of deciding where to allocate these resources. It is our belief that the dollars invested in the Chavez Huerta Preparatory Academy would have a tremendous impact on this community and the students being served. Please do not hesitate to contact me if you have further questions.

Sincerely,

Richard A. Potter

Richard A. Potter





**Pueblo County
Sheriff's Office**
Kirk M. Taylor Sheriff
J.R. Hall Undersheriff

Mark A. Mears
Bureau Chief
Emergency Services

David J. Lucero
Bureau Chief
Law Enforcement

Jeffrey S. Teschner
Bureau Chief
Detention

February 20, 2020

Colorado Department of Education
Building Excellent Schools Today (BEST)
Grant Review Committee

RE: Chavez Huerta K-12 Preparatory Academy

To Whom It May Concern:

On behalf of the Pueblo County Sheriff's Office, it is my pleasure to write a letter in support for the Chavez Huerta K-12 Preparatory Academy (CHPA) obtaining the highly esteemed BEST Capital Grant. CHPA is in need for a permanent building to provide educational instruction for student population in the city of Pueblo.

CHPA is managing their educational instruction in more than inadequate modular buildings at Dolores Huerta Preparatory High School (DHPD) and Ersilia Cruz Middle School (ECMS) campuses. Despite these unsuitable circumstances, CHPA's performance results are commendable, having the highest graduation rate of 91.3% and the lowest dropout rate in Pueblo with a challenging college preparation program.

A new middle school and an upgraded high school that significantly minimizes the number of public access points, has larger classrooms, upgrades security systems, adequate bathroom facilities, and allows student to be less exposed to weather elements.

We are committed to continue participating in collaborative efforts to improve the education of the Pueblo community and commit to providing the additional support for Chavez Huerta K-12 Preparatory Academy. We believe that the CHPA proposal meets the BEST Capital Grant's criteria to the furthest extent. If I can provide additional information to support this application, please feel free to contact me at (719) 583-6131.

Yours in Service,

A handwritten signature in black ink, appearing to read "Kirk M. Taylor".

Kirk M. Taylor
Sheriff

● **Facilities Impacted by this Grant Application** ●

PUEBLO CITY 60 - Franklin School of Innovation - ES Replacement – Franklin School of Innovation - 1953

District:	Auditor - Pueblo City 60
School Name:	Franklin School of Innovation
Address:	1315 Horseshoe Drive
City:	Pueblo
Gross Area (SF):	46,544
Number of Buildings:	1
Replacement Value:	\$12,964,206
Condition Budget:	\$7,766,956
Total FCI:	0.60
Adequacy Index:	0.11



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,716,194	\$1,533,030	0.89
Equipment and Furnishings	\$261,099	\$260,555	1.00
Exterior Enclosure	\$2,002,505	\$1,508,405	0.75
Fire Protection	\$2,328	\$493,621	212.05
HVAC System	\$2,980,593	\$996,385	0.33
Interior Construction and Conveyance	\$2,392,722	\$1,890,538	0.79
Plumbing System	\$756,196	\$725,716	0.96
Site	\$1,383,958	\$852,328	0.62
Structure	\$1,468,611	\$0	0.00
Overall - Total	\$12,964,206	\$8,260,578	0.64

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: PUEBLO CITY 60

County: Pueblo

Project Title: Franklin School of Innovation - ES Replacement

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: N/A | | <input type="checkbox"/> Other: The existing school will be abated for asbestos and demolished and a new school will be built in a different location on the property. | |

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

Benjamin Franklin Elementary School is a 67-year old neighborhood school in the Belmont area of Pueblo. Its name was changed to Franklin School of Innovation at the August 2017 Pueblo City Schools Board Meeting. There are approximately 410 students in grades Pre-K through 5. The students are made up of approximately 79% minority and 81% Free or Reduced Lunch Eligible.

The current staff consists of three, full-day, 4 year-old Preschool teachers, 18 Kindergarten through 5 grade teachers, 2 Instructional Coaches, 1.5 Academic Interventionists, a teacher for PE, a teacher for Music, a teacher for art, a media specialist and counselor, two special education teachers and a .5 ELL teacher.

Franklin School of Innovation implemented AVID (Advancement Via Individual Determination) builds a culture of high expectations that sets students on a rigorous path of learning. Teachers utilize consistent instructional strategies across all grade levels that help students to organize, analyze, and collaborate in their content areas.

The school is in its third year of three with support from the Early Literacy Grant for 2019-2020 which is in place to improve student achievement in literacy and provide supports to teachers to improve Tier I instruction. In addition, the school has support from Achievement Network, a company that provides coaching and tools to boost student learning that is rooted in learning standards and driven by data.

We focus on personalized learning because students come to school with a wide range of knowledge and skills, even when they're in the same classroom. By adopting a blended learning model, schools within the zone will utilize technology and online learning to customize learning for students during their day. Blended learning doesn't replace the teacher, but rather allows them to use technology to meet the specific needs of each of their students. Students that are behind will benefit by being able to catch up more quickly, and students who are ahead won't be slowed down! As a result, learning becomes more meaningful and more relevant for students.

Through a partnership with CSU-Pueblo, we have created a special program for teacher candidates to partner with master teachers at Franklin and in the Innovation Zone. This ensures that our future teachers have the skills necessary to succeed in our schools. We have Teacher Pipeline candidates that do their internship ours in our building for a semester or more prior to student teaching. We are preparing them for the rigor of a classroom

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The vision of Franklin School of Innovation is to develop and enhance academic, social, and personal skills that prepare students to be ready to enter the next level of their education. We will accomplish these three components by creating a safe, rigorous, and engaging learning environment through blending learning, extended learning opportunities, and Advancement through Individual Determination (AVID). Franklin scholars will be college or workforce ready to meet the demands of the 21st century.

The Franklin School of Innovation embraces the following four initiatives for its educational framework: 1. Every Child/College Ready, 2. Personalized, 21st Century Learning, 3. Help Students to Dream 4. Strengthen Our Community (<http://franklin.pueblocitieschools.us/innovation>). 100% of Franklin teachers are Highly Qualified under the requirements for the No Child Left Behind Act of 2001.

Deficiencies Associated with this Project:

The Franklin School of Innovation is sixty seven year old building that has had minimal improvements due to funding restrictions. The school district recently completed a Facilities Master Plan that identified the school as presently having an FCI of 58%, with repairs and renovation costs exceeding \$16.5 million.

The building has poor "R" value insulation that results in higher utilities costs. The HVAC is also inadequate and provides poor heating, cooling and climate controlled ventilation for educational activities. Because of the age of the facility, many of the major building systems are at the end-of-life.

The most significant building deficiencies for the school include, but are not limited, to the following:

1. Mechanical System for the west wing of the school (RTU with exterior insulated ductwork) cannot heat classroom(s) at the end of the ductwork run past 60 degrees F. (Site Aerial.jpg)
2. Electrical Distribution System is beyond life and needs replacement. The lighting & branch wiring was installed in 1953. (Priority 3)
3. Sanitary Waste System is beyond life and needs replacement. The original piping, from 1953, is still in use. (Priority 2)
4. The current Roof System, less the 2004 Cafeteria & Classroom Addition, was installed in 1992. (Priority 3)
5. The original single-pane, metal-framed Windows from 1953 are still in place. (Priority 3)
6. The R-value for the single-wythe, brick, exterior wall system is unknown. The R-value for the Roof System, less the 2004 Cafeteria & Classroom Additions, is unknown.
7. Some concrete slab flooring cracking is present due to expansive, clay soil in this area of Pueblo. Other nearby schools, i.e. Pueblo East High School, are experiencing floor cracking and heaving.
8. Elevator to the basement was installed in 1980 and needs replacement.
9. Site Water Supply needs replacement. (Priority 2)
10. Exterior Wall Repair needed. (Priority 2)

Life Safety & Security deficiencies include, but are not limited, to the following:

1. Asbestos Containing Material is present in the building. (AHERA Report)
2. Fire Protection System was installed in 1953. (Priority 3)

BEST FY2020-21 GRANT APPLICATION SUMMARIES

3. Security door hardware is not in place per current CDE standards. Every classroom has its own exterior door with the original door hardware. No security doors are present at the main entrance. (Priority 1)

4. The west wing corridor is 135 FT of ramp and landings (3) that drops 7 FT 6 Inches over the 135 FT, which can present a slipping/falling risk due to the original, waxed/polished VAT (Vinyl Asbestos Tile) flooring. (Ramped Corridor.jpg)

Site deficiencies include the following:

1. Limited Security Lighting is present on the building. The original wall pack lighting locations are still being used = 1 lighting wall pack per each side of wing (typical)

2. Children walk around staff parking lot on their way out to recreation areas. (Site Aerial.jpg)

Proposed Solution to Address the Deficiencies Stated Above:

The school district passed a capital improvement bond in November 2019 to address some of the deficiencies in several schools across the district, including Franklin. A limited amount of funds were designated for repair costs in the bond but does not fully permit the full renovation needed for the school. As the funds needed to repair and renovate the school exceed the amount in the capital improvement bond, a more responsible use of the funds would be to use the allocated bond funds for "matching grant funds" for a new school replacement. A new 56,000 square foot, 21st Century designed elementary school, constructed to support the educational needs for the next fifty years would become a reality if awarded this grant request.

How Urgent is this Project?

The school district would be able to only complete limited repairs with the capital improvement bond funds, leaving more than \$9 million in needed repairs unfunded. Without all repairs and renovations being completed, the school is at risk of being forced to close due to building component or system failure.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The new building will be maintained by the school district's facilities management department. The school district employs licensed electricians, plumbers and HVAC technicians, as well as journey level carpenters and related trade staff that provide preventive and corrective maintenance to all school district properties. The department is fully funded by annual general funds for facilities maintenance, as well as capital repairs funds for building maintenance that exceed 1.5% of the budget.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Franklin School of Innovation (previously known as Benjamin Franklin Elementary School) was built in 1953. The original K-5 school (now pre K-5) was designed for a total capacity of 495 students with the following features, materials and building systems:

1. Single-wythe brick exterior wall system with low R-value insulation (mineral wool or Rock Wool)

2. Single-pane, low R-value, metal-frame windows

3. Low R-value hollow-metal exterior doors

BEST FY2020-21 GRANT APPLICATION SUMMARIES

4. Gravel/Bitumin Built-Up Roof
5. Boiler/Radiant Heating System with under-floor pipe chases
6. Asbestos-Containing Material (AHERA Report)
7. Basement Cafeteria with no elevator access
8. Steep-sloping west wing and playground

The building envelope for the school does not meet today's energy efficiency requirements for IECC 2015 and beyond (High Performance Certification Program for the CDE).

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

No new capital projects have been undertaken at the school within the last three years. A cafeteria & classroom additions were completed in 2004. Terminal & Package Units (RTUs) were placed on the roof of each wing to replace the original boiler system from 1953. In 1999, site improvements were made to the existing playground, which included seeding/sodding the dirt playground in its entirety and providing new playground equipment, a new asphalt walking loop around the site and a new staff parking lot.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The school district has found no other options or grants available to address the deficiencies or fund the school replacement.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Capital outlay is funded annually through the school districts general funds. The figures for this amount for FY 2019/20 is \$6,800,000 / 14,137.50 (FTE) = \$480.99 as a base starting figure for the entire school district. Due to emergency repairs, that figure has been increased over the past two years on as an "increasing and as needed" amount.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

For FY 2018/19:

WATER UTILITY - \$13,685

ELECTRICITY UTILITY - \$67,714

HEATING (NATURAL GAS) UTILITY - \$11,506

TOTAL - \$92,905 Annually

Current Grant Request:	\$16,142,175.36	CDE Minimum Match %:	28
Current Applicant Match:	\$6,277,512.64	Actual Match % Provided:	28
Current Project Request:	\$22,419,688.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Bond 2019
Future Grant Requests:	\$0.00		
Total of All Phases:	\$22,419,688.00	Escalation %:	2
Affected Sq Ft:	55,603	Construction Contingency %:	2

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Affected Pupils:	390	Owner Contingency %:	3
Cost Per Sq Ft:	\$403.21	Historical Register?	No
Soft Costs Per Sq Ft:	\$39.93	Adverse Historical Effect?	Pending
Hard Costs Per Sq Ft:	\$363.28	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$57,486	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	143	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	15,073	Bonded Debt Approved:	\$218,250,000
Assessed Valuation:	\$1,052,139,517	Year(s) Bond Approved:	19
PPAV:	\$69,803	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$10,665,811	Year(s) Bond Failed:	
Median Household Income:	\$38,349	Outstanding Bonded Debt:	\$253,385,000
Free Reduced Lunch %:	81.1	Total Bond Capacity:	\$210,427,903
Existing Bond Mill Levy:	7.5	Bond Capacity Remaining:	(\$42,957,097)
3yr Avg OMFAC/Pupil:	\$1,685.98		

● **Facilities Impacted by this Grant Application** ●

PUEBLO CITY 60 - Sunset Park - ES Replacement - Sunset Park ES - 1959

District:	Auditor - Pueblo City 60
School Name:	Sunset Park ES
Address:	110 UNIVERSITY CIRCLE
City:	PUEBLO
Gross Area (SF):	49,725
Number of Buildings:	1
Replacement Value:	\$11,863,154
Condition Budget:	\$9,817,170
Total FCI:	0.83
Adequacy Index:	0.12



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,776,439	\$2,010,118	1.13
Equipment and Furnishings	\$300,933	\$304,739	1.01
Exterior Enclosure	\$1,844,172	\$1,349,602	0.73
Fire Protection	\$2,487	\$527,355	212.05
HVAC System	\$1,859,082	\$2,047,054	1.10
Interior Construction and Conveyance	\$2,194,758	\$1,993,841	0.91
Plumbing System	\$771,722	\$816,373	1.06
Site	\$1,673,883	\$1,285,824	0.77
Structure	\$1,439,678	\$9,620	0.01
Overall - Total	\$11,863,154	\$10,344,526	0.87

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: PUEBLO CITY 60

County: Pueblo

Project Title: Sunset Park - ES Replacement

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: The existing school will be abated for asbestos and demolished and a new school will be built in a different location on the property. | |

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

Sunset Park Elementary School was built in 1959. The current FCI rating for the facility is 58%. The demographics of the school for 2019 were as follows: 467 Students, 67.5% Minority Students, 68.3% Free/Reduced Lunch.

Sunset Park Elementary School has consistently held to the Performance ranking since the inception of the rating system. The school provides a full array of special options, including Art, Music and Physical Education, in its pursuit of supporting the whole child. With its focus on student Leadership and its mission to push educational progress in the Pueblo community, Sunset Park Elementary School has been setting itself apart from the traditional educational programs of the past.

As of 2019, Sunset Park Elementary School is one of 500 Leader in Me Lighthouse Schools in the world and embraces the following five core commitments for its educational framework: 1. A belief that all students are leaders, 2. All students have genius, 3. Education is about the whole child, 4. Education is about empowering a child to lead his/her learning, 5. The four other beliefs do not rest only on the child, but on the teachers, staff and parents.

(<http://sunsetpark.pueblocitieschools.us/principal-message>).

Deficiencies Associated with this Project:

Sunset Park Elementary School is a sixty-one year old building that has had minimal improvements due to funding restrictions. The school district recently completed a Facilities Master Plan that identified the school as presently have an FCI of 58%, with repairs and renovation costs exceeding \$14.5 million.

The building has poor R-value insulation that results in higher utilities costs. The mixed HVAC system is also inadequate and provides poor heating, cooling and climate controlled ventilation for educational activities. Because of the age of the facility, many of the major building systems are at the end-of-life.

The most significant building deficiencies for the school include, but are not limited, to the following:

1. Domestic Water Distribution System was installed in 1959 and needs replacement. (Priority 2)
2. Electrical Service/Distribution System was installed in 1959 and needs replacement. (Priority 2)
3. Sanitary Waste System was installed in 1959 and needs replacement. (Priority 3)

BEST FY2020-21 GRANT APPLICATION SUMMARIES

4. The current Roof System was installed in 1999. (Priority 2)
 5. The original single-pane, aluminum, storefront Windows are still in place. (Priority 3)
 6. The R-value for the single-wythe brick with CMU backer exterior wall system is unknown. The R-value for the Roof System is unknown.
 7. Mixed Mechanical System: most of the school is using an under-slab, forced air tunnel heating system connected to the original Air Handling Units from 1959 (No Air Conditioning, Mech- Overall Plan.jpg, Mech- Furnace Room.jpg, Mech- Wall Register.jpg);
2003 Administrative/Classroom Addition is using a 4-Pipe Boiler System; 2003 Pre-School Addition is using a roof-top RTU with VAV boxes to distribute the air. (Priority 1)
 8. Interior Partition Walls throughout the school are CMU, making it more difficult to alter interior spaces.
- Life Safety & Security deficiencies include, but are not limited, to the following:
1. Asbestos Containing Material is present throughout the building. (AHERA Report)
 2. The school does not have a fire sprinkler system. (Priority 3)
 3. Security door hardware is not in place per current CDE standards. Every classroom has its own exterior door with the original door hardware. No security doors are present at the main entrance. (Priority 1)
- Site deficiencies include the following:
1. Limited Security Lighting is present on the building. The original wall pack lighting locations are still being used = 1 lighting wall pack per each side of wing (typical)
 2. Front Entrance is set back from property line and is not seen well from the street. (Site Aerial.jpg)

Proposed Solution to Address the Deficiencies Stated Above:

The school district passed a capital improvement bond in November 2019 to address some of the deficiencies in several schools across the district, including Sunset Park. A limited amount of funds were designated for repair costs in the bond but does not fully permit the full renovation needed for the school. As the funds needed to repair and renovate the school exceed the amount in the capital improvement bond, a more responsible use of the funds would be to use the allocated bond funds for "matching grant funds" for a new school replacement. A new 56,000 square foot, 21st Century designed elementary school, constructed to support the educational needs for the next fifty years would become a reality if awarded this grant request.

How Urgent is this Project?

The school district would be able to only complete limited repairs with the capital improvement bond funds, leaving more than \$9.8 million in needed repairs unfunded. Without all repairs and renovations being completed, the school is at risk of being forced to close due to building component or system failure.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The new building will be maintained by the school district's facilities management department. The school district employs licensed electricians, plumbers and HVAC technicians, as well as journey level carpenters and related trade staff that provide preventive and corrective maintenance to all school district properties. The department is fully funded by annual general funds for facilities maintenance, as well as capital repairs funds for building maintenance that exceed 1.5% of the budget.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Sunset Park Elementary School was built in 1959. The original K-5 school (now pre K-5) was designed for a total capacity of 532 students with the following features, materials and building systems:

1. Single-wythe brick with CMU backer exterior wall system with low R-value insulation (mineral wool or Rock Wool)
2. Single-pane, low R-value, aluminum storefront windows
3. Low R-value hollow-metal exterior doors
4. Gravel/Bitumin Built-Up Roof
5. Under-Floor Duct Heating System
6. Asbestos-Containing Material (AHERA Report)

The building envelope for the school does not meet today's energy efficiency requirements for IECC 2015 and beyond (High Performance Certification Program for the CDE).

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

This building has had a minimal capital upgrades and renovations due to limited funding. A new roof covering was installed in 1999; new pre-school addition, new front administrative/classroom addition and new parent drop off loop constructed in 2003; and a partial electrical system replacement in 2003.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The school district has found no other options or grants available to address the deficiencies or fund the school replacement.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Capital outlay is funded annually through the school districts general funds. The figures for this amount for FY 2019/20 is \$6,800,000 / 14,137.50 (FTE) = \$480.99 as a base starting figure for the entire school district. Due to emergency repairs, that figure has been increased over the past two years on as an "increasing and as needed" amount.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

WATER UTILITY - \$10,798

ELECTRICITY UTILITY - \$47,057

HEATING UTILITY (Natural Gas) - \$12,557

TOTAL - \$70,412 Annually

Current Grant Request:	\$15,953,022.72	CDE Minimum Match %:	28
Current Applicant Match:	\$6,203,953.28	Actual Match % Provided:	28

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Current Project Request:	\$22,156,976.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Bond 2019
Future Grant Requests:	\$0.00		
Total of All Phases:	\$22,156,976.00	Escalation %:	2
Affected Sq Ft:	49,725	Construction Contingency %:	2
Affected Pupils:	467	Owner Contingency %:	3
Cost Per Sq Ft:	\$53.00	Historical Register?	No
Soft Costs Per Sq Ft:	\$39.66	Adverse Historical Effect?	Pending
Hard Costs Per Sq Ft:	\$358.82	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$47,445	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	119	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	15,073	Bonded Debt Approved:	\$218,250,000
Assessed Valuation:	\$1,052,139,517	Year(s) Bond Approved:	19
PPAV:	\$69,803	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$10,665,811	Year(s) Bond Failed:	
Median Household Income:	\$38,349	Outstanding Bonded Debt:	\$253,385,000
Free Reduced Lunch %:	81.1	Total Bond Capacity:	\$210,427,903
Existing Bond Mill Levy:	7.5	Bond Capacity Remaining:	(\$42,957,097)
3yr Avg OMFAC/Pupil:	\$1,685.98		

● **Facilities Impacted by this Grant Application** ●

JULESBURG RE-1 - PK-12 Replacement - Julesburg ES - 1952

District:	Auditor - Julesburg RE-1
School Name:	Julesburg ES
Address:	525 SPRUCE STREET
City:	JULESBURG
Gross Area (SF):	31,395
Number of Buildings:	1
Replacement Value:	\$8,543,827
Condition Budget:	\$3,510,284
Total FCI:	0.41
Adequacy Index:	0.47



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,312,084	\$873,970	0.67
Equipment and Furnishings	\$234,393	\$232,908	0.99
Exterior Enclosure	\$1,274,221	\$116,347	0.09
Fire Protection	\$1,560	\$325,265	208.56
HVAC System	\$932,262	\$33,274	0.04
Interior Construction and Conveyance	\$1,676,516	\$1,184,131	0.71
Plumbing System	\$465,959	\$446,087	0.96
Site	\$1,505,239	\$593,568	0.39
Structure	\$1,141,594	\$30,000	0.03
Overall - Total	\$8,543,827	\$3,835,550	0.45

JULESBURG RE-1 - PK-12 Replacement - Julesburg HS - 1957

District:	Auditor - Julesburg RE-1
School Name:	Julesburg HS
Address:	102 WEST 6TH STREET
City:	JULESBURG
Gross Area (SF):	54,462
Number of Buildings:	1
Replacement Value:	\$16,642,150
Condition Budget:	\$7,932,858
Total FCI:	0.48
Adequacy Index:	0.39



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,725,350	\$2,638,152	0.97
Equipment and Furnishings	\$1,011,921	\$1,215,374	1.20
Exterior Enclosure	\$2,128,327	\$298,133	0.14
Fire Protection	\$49,229	\$571,420	11.61
Furnishings	\$577,897	\$361,186	0.63
HVAC System	\$2,751,592	\$211,733	0.08
Interior Construction and Conveyance	\$2,936,684	\$1,450,216	0.49
Plumbing System	\$895,641	\$730,116	0.82
Site	\$1,791,239	\$949,293	0.53
Structure	\$1,774,269	\$50,504	0.03
Overall - Total	\$16,642,150	\$8,476,127	0.51

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: JULESBURG RE-1

County: Sedgwick

Project Title: PK-12 Replacement

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

The Julesburg School District is located in Sedgwick County, the Northeastern most Colorado School District and is a gateway to the State of Colorado, serving approximately 300 students Preschool through 12th Grade. The enrollment and population trends have remained steady with slightly increasing trajectory in recent years.

Julesburg Elementary provides a complete elementary program for approximately 160 students and 25 staff members Preschool through 6th Grade. The Elementary School building was built in 1952 and is a separate facility located four blocks from the Jr./Sr. High School Campus.

Julesburg Jr./Sr. High School provides a complete education, extra-curricular and competitive athletic program for approximately 140 students and 20 staff members 7th-12th grade. The current Julesburg Jr./Sr. High School was built in 1978 and is attached to the original gymnasium that was built in 1955. The football and track facility is located 6 blocks from the Jr./Sr. High School Campus.

The Julesburg School District boasts offering our students 9 State Approved CTE Pathways that include: Health Science, Business, IT, Agriculture, STEM, Education, Legal & Law Enforcement, Hospitality & Tourism and Cybersecurity so they can connect their learning to the real world and their post-secondary career aspirations. Each CTE pathway provides our students with the ability to also participate in Career Technical Student Organizations that include: HOSA, FBLA, SkillsUSA and FFA along with obtaining numerous course and pathway certifications.

The Julesburg School District has a wonderful history of community support and a proven track record for innovation in providing diverse, high quality educational opportunities for our students despite our limited resources related to our remote geographical location, limited budget and declining facilities.

Deficiencies Associated with this Project:

Constructed in 1952 as President Eisenhower was sworn into office, much of our current school space is beyond its useful life in every respect. Fast forward to the 1970s and the rest of our jr./sr. high school was built without insulation or proper fresh air exchange. The age, high carbon dioxide levels, requirement for students to walk city blocks for meals, and limits on our ability to supervise are risks to the health and safety of our students in Julesburg.

STUDENTS & STAFF WALK CITY BLOCKS BETWEEN CAMPUSES

We have three school campuses spread across town – the elementary school, the jr./sr. high school, and our sports fields. The jr./sr. school campus doesn't have a kitchen or cafeteria. To eat breakfast or lunch, students can only buy food from vending machines or walk three blocks to the elementary school to eat. The PE, band, and vocal music teachers serve all grades

BEST FY2020-21 GRANT APPLICATION SUMMARIES

causing either the students or teachers to walk between the campuses for classes.

Our campuses were built in a different time for school security when walking a few blocks between facilities would have been routine in a small rural town. With the multiple daily student commutes for breakfast, lunch, classes, and sports practice we've had numerous issues. Some of these include slip and fall accidents, students sent to the emergency room after vicious dog attacks, and students followed and harassed by known sex offenders or other creepy individuals. These separate campuses also complicate our lockdowns and safety protocols when students are unable to eat lunch or attend classes.

UNSECURED CAMPUSES & UNSAFE STUDENT DROP-OFF

Our campuses aren't secure and are constrained by city streets. We don't have perimeter fencing and have dozens of exterior doors that lead to city streets. The main entrance at the jr./sr. high school is very difficult to find and this leads to random people walking directly into classrooms due to doors that stick open undetected or banging on classroom doors to get in. Both sites lack visual control and security of entrances. Once in the front doors, visitors have full access to the entire school and every classroom. We have on numerous occasions had disgruntled parents bypass the office and go directly to their student's classroom and confront the teacher in front of other students

The elementary school students are dropped off on a public street by the front door. Without dedicated drop-off the street becomes crowded with students, cars, buses, regular traffic, and semi-trucks. This is so congested that parents drop students off on both sides of the street, creating even more risk with children crossing streets to gain entry to school. Both schools have issues with drainage and ice, causing injuries and additional risk.

SAFETY & SUPERVISION RISKS

Our schools have bending hallways and hidden areas that are impossible to completely supervise. The elementary school is very crowded and building design impedes supervision in chaotic times. There's an open stairwell (leading to an old and dank basement) just inside the main entrance that is a risky fall area for our youngest students. The jr./sr. high school has a web of corridors and doors that weave through the building. Staff offices are near main entrances but there isn't much ability to monitor all access or hallway activity.

HIGH CARBON DIOXIDE LEVELS

Safe indoor carbon dioxide levels are 400-1000 ppm. Our elementary levels range from 1107 to 3159 and the jr./sr. high school ranges from 1359 to 2680. The high school gym has recorded levels ranging between 4000 to 7000, more than three times the healthy amount. Both facilities have carbon dioxide levels associated with causing drowsiness, headaches, sleepiness and stagnant, stale, stuffy air. Sources also point to these levels of carbon dioxide causing poor concentration, loss of attention, increased heart rate and slight nausea. This ongoing poor air quality issue has resulted in reoccurring prolonged absences of both staff and students due to stagnant air.

MECHANICAL, PLUMBING, & THERMAL ISSUES

Beyond the unhealthy carbon dioxide levels, the schools have additional mechanical issues. Neither school has functional drinking fountains due to water quality issues and failed pipes.

In the elementary school, the mechanical system is very loud in the classrooms. The plumbing is wrapped in asbestos and inaccessible underground, making repairs nearly impossible. When the main water line broke, we were required to close school for several days as we had no running water, had to wait to get a horizontal boring machine as the newer school addition was built over the top of the main water line into the school so there was no access to the line. The main sewer line is broken and routinely backs up every couple of weeks with sewage creating a horrible mess and offensive smell that causes us to relocate students away from the sewage backup area due to smell.

At the jr./sr. high school, we have issues with bathroom smells and sulfur smells in the art room sinks due to the age of the

BEST FY2020-21 GRANT APPLICATION SUMMARIES

systems. The 1955 gymnasium doesn't have any fresh air ventilation. The office area of the high school has high radon levels. Because we can't adequately control the building temperature, pipes burst in the locker rooms on cold days and all the master plumbers who we've hired have said that the likely culprit is a fractured line.

The school has old batt ceiling insulation that isn't attached with its original pins, so maintaining healthy classroom temperatures is not possible. The building orientation and brick/block walls do little to help this situation, making classrooms very cold (often below 60 degrees) in the winter and too hot in the spring. Space heaters and students/teachers wearing coats are routinely used to try and keep students and teachers in their assigned classrooms during the cold winter months.

LACK OF CLINIC SPACE

In both the existing school buildings, there is not a dedicated clinic space for a sick student to await pick-up per sick student policies creating health and privacy concerns. With the sick student present on waiting couch in the main office areas, the staff, visitors and other students are exposed to illness. Students are also forced to receive insulin shots and other medication in public.

ASBESTOS

Our schools have a significant amount of asbestos, so much that abatement is unrealistic. Our strategy has been encapsulation as a stop-gap measure. Based on the AHERA Report and assessment from Terracon Environmental the results are that our schools potentially contain a wide range of asbestos materials including plumbing insulation, flooring, and adhesives. All of this asbestos and the piping locations prevents major renovations.

FAILING BUILDING ENVELOPE

Beyond a lack of insulation, roofing systems at both the facilities are failing and we have numerous internal leaks causing damage to ceilings and disrupting the ability to use classrooms during rain and snow melting conditions. Our windows are also failing with broken seals, most are fogged over, and need to be replaced. The CMU walls make classrooms noisy and limit our ability to make upgrades.

ADA NON-COMPLIANCE

Both schools have heaving concrete, non-accessible restrooms, and educational spaces that require steps to access. Specifically, the high school has inaccessible band, music, consumer family studies, English Language Learners, locker rooms, and bleachers that are all essential spaces for students to learn.

KITCHEN

To eat breakfast or lunch, our jr./sr. high school students must walk three city blocks to the elementary school. The only kitchen for our district is located in the elementary school. It is very small and inadequate, making it hazardous for employees. Our kitchen staff has sustained many hand-cut and burn related injuries related to working in severely confined kitchen space. We have injuries related to food commodities being lifted and carried since the food storage area is a long distance from the kitchen.

Proposed Solution to Address the Deficiencies Stated Above:

A new PK-12 building on a new site provides the district with a facility that does not require money being spent to upkeep old and outdated buildings. The building will provide 21st century teaching environment that is also healthy and safe. By combining the schools, the district gains efficiencies in shared spaces and staff and reduces building square footage by 10,400 square feet. The students, as they matriculate will have less transition in the combined building and the new site will provide adequate area for future flexibility.

PK-12 CONSOLIDATION AT JULESBURG SCHOOL DISTRICT

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The new Pre-Kindergarten through 12th grade school on a new site provides the district with a more space efficient and cost efficient facility rather than continuing to spend money on outdated buildings. The new facility at 75,352 square feet is 10,400 square feet less than what is currently being maintained by the district.

BRINGING STUDENTS AND STAFF TOGETHER

In the master planning process, the school district identified many advantages of combining their schools into a single K-12 building that increase educational benefits for students, increase safety, and improve staff and operational efficiency for the school district. For educational benefits, a combined school increases educational opportunities for students by providing more spaces available. Elementary students can use high school spaces for specialty lessons and high school students get the benefit of more class opportunities through additional space flexibility in scheduling classes. With a combined school there is an increase in opportunity for student mentoring and a decrease in student transitions between school buildings, both of which improve student outcomes. A single building also improves safety. Students and staff will be in one building with a controlled, secure entry and will also be able to stay in one building all day long. Operational efficiency is improved through both staff efficiencies and building maintenance. Staff can work more efficiently without moving back and forth between buildings and be more available to the various grade levels. With one building, the mechanical system and building utilities will be shared providing better efficiency and lower maintenance costs. The shared functions of cafeteria, auditorium, administration and gym will not only provide opportunities for students, but also reduce the physical square footage required for the school district. Because of these advantages the school board decided, regardless of the physical solution, the direction should be to bring staff and students together into a K-12 building.

Many options were explored and reviewed to utilize existing sites and remodeling existing buildings to provide a PK-12 option. While it seemed that adding elementary to our existing jr./sr. high school was the right solution initially, the site constraint made that impossible and it didn't address safety issues related to students walking to fields for PE and athletics. Ultimately the use of existing sites proved impossible, and the utilization of existing buildings proved too cost and space inefficient. It was determined the most cost efficient, space efficient, and beneficial long-term solution was to provide a new building on a new site.

The new site will provide safety and security with dedicated access for busses, parent drop off and student drivers. New, well lit parking lots and access roads and sidewalks will increase security while providing accessible ingress and egress.

HEALTHY & SAFE ENVIRONMENT FOR 21ST CENTURY LEARNING

This solution will be CHPS Verified Leader and account for radon, have no asbestos, be built to mitigate mold and carbon dioxide and will have improved thermal comfort. The students will no longer have to wear their outdoor coats to remain comfortable within their classrooms. New building mechanical systems with new energy efficient heating and cooling systems will be provided.

How Urgent is this Project?

The longer we delay replacing our unhealthy and unsafe schools the greater risk we have for more students going to the hospital after a dog attack, a kidnapping, accidents on ice, or worse. Our youngest students are in a 1952 building without proper egress and ADA accessibility, degrading underground plumbing that's wrapped in asbestos, and nearly every other building component being beyond its useful life. We have been fortunate, but we can't rely on a building constructed nearly 70 years ago.

Beyond the gross health and safety issues at our elementary schools, our district is comprised of three school campuses that are incomplete, causing daily travel between buildings which is completely unsecure. Students and staff navigate between multiple buildings that are several city blocks apart, none of which have secure entries. This daily shuffle is dangerous, inefficient, and impedes quality education. A campus lockdown is nearly impossible in the event of an emergency.

In a letter from Sedgwick County Sheriff, Carlton Britton, he states "One of the major safety issues is the drop-off and pick-up at the Julesburg Elementary School... Due to the design of the roadway and the location of the school building it is very

BEST FY2020-21 GRANT APPLICATION SUMMARIES

congested. If there is no parking available, parents are stopping in the lane of traffic and letting their students out. I have seen students running from a parked vehicle into the roadway having close calls of being stuck. I have seen students standing in the roadway trying to see around parked cars. It is very dangerous for everyone involved.” He goes on to share similar concerns for the high school and express concern for multiple exterior doors “creating a risk of unwanted or unauthorized people into the school.”

“One of the other concerns from the Law Enforcement’s standpoint is having multiple campuses and having the sports complexes in a third location. Due to multiple locations I have observed students walking back-and-forth daily.” says Sedgwick County Sheriff, Carlton Britton. He continues, “Between the campuses there is a registered Sex Offender. Due to the design of the current school we are asking both elementary and high Schoolers to pass by his house daily. We have been informed of multiple individuals whom have followed or harassed the students while they are walking from campus to campus. We have [also] been dispatched to vicious dogs attacking students causing them to seek medical attention.”

Julesburg has no possible way of funding a long-term school solution on its own. With our bonding capacity, the best we can do is triage our schools. If the project is not funded, the school would be forced to continue to maintain our existing unsafe and inaccessible facilities. Every year, we devote more time and money to improve safety and make immediate repairs to major systems without fixing the root problems. With BEST funding, we can create a single K-12 campus that will serve our students and community for decades to come.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

We have expanded our custodial and maintenance staff to provide the necessary workforce to maintain our ageing and declining facilities. We budget and employ 3 Full-time staff and we employ 3-4 additional full-time seasonal staff during the summer. Although our facilities are significantly deficient related to health and safety standards due to their age, we as a district have done well in maintaining these facilities to function long beyond their useful life. We have invested heavily in recent years by hiring outside contractors and additional staff to keep our facilities functional. With a new school, we will realize significant custodial, maintenance and utility savings that will enable us to build our capital renewal budget. We intend to deposit at least the minimum of \$50,000 annually into our capital renewal budget. We believe with our track record related to maintenance of our older buildings, we have personnel in place to extend the life of the new school building just as we have the old.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Our buildings were originally constructed as schools by the school district.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Julesburg Elementary School is a 31,395 square foot, 1-story building located in Julesburg, Colorado. A main building was built in 1952 and a classroom wing was added shortly thereafter. The music room was added in 1967. The building underwent minor renovations in 1978 and 2008 including roof and mechanical system. The school serves Pre-Kindergarten through Sixth grades and serves as the district’s only cafeteria and kitchen.

Julesburg Jr./Sr. High School is a 54,462 square foot, one-story building located in Julesburg, Colorado. The gym was built in 1955 and the High School was added in 1978. The School serves seventh through twelfth grades. The building includes classrooms, library, auditorium, vo-tech shop, gymnasium and locker rooms.

The Julesburg Football and Track Complex is located four blocks east and two blocks north of the High School. The site includes a dirt track, football field, home bleachers, visitor bleachers, and various storage buildings. This complex is used regularly for PE and outdoor teaching labs. We have safety and accessibility issues with the main bleachers, and the lack of a

BEST FY2020-21 GRANT APPLICATION SUMMARIES

shelter/locker room for students and athletes during PE and sporting events when severe weather occurs. There is no ability to lockdown this campus.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

We are resourceful. Our students and organizations fundraise for materials and equipment that we cannot afford to pay for with our limited budget. We have and continue to leverage local, state and federal funds to do more with less. We apply for and have been awarded nearly \$1,000,000 in grant funds over the past 10 years from numerous foundations and agencies that have enabled us to fix, replace and purchase things that are not possible with our limited financial resources. Without a BEST grant, we will not be able to provide the required healthy and safe facility for our staff and students where they can learn and grow.

Although our access to large funds is limited, Julesburg School District has sought out various available grants to help free up funds that could be allocated to the facility needs.

In the past 10 years, we have received the following grants:

- \$258,256 from the William Stretesky Foundation for a playground, early education center operations, our iPad program, a journalism camera, musical instruments, stoves, computers, and media/art supplies

- \$112,962 from the Colorado Health Foundation for our elementary school playground

- \$228,557 from REAP/SRSA for textbooks, technology upgrades, and computers

- \$47,000 from the Temple Hoyne Buell Foundation for our early education center

- \$15,000 from the NE Colorado Health Department for health and fitness

- \$11,509 from the CDE Lunch Grant Program for a walk-in freezer

- \$5,000 from Thomas D. Buckley Trust for early education center operations

- \$700 from the Campbell Foundation for handrails at the football stadium

We also partner with Revere School District (in Sedgwick and Ovid) for athletics to save money on transportation, equipment, and facilities. Football and track practices and competitions for both districts are hosted in Julesburg.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Using FTE of 264 with the allocation base funding after BSF \$8144, the annual Capital Renewal Reserve requirement will be \$32,250. We intend to deposit more than the requirement and have planned on \$50,000. This money will be deposited into an account to be designated upon funding and approval of grant and bonds. These numbers are district wide, as our application is for our district rather than a specific facility.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Julesburg School District Utility costs (including electric, gas, water, sewer and trash) for the past calendar year totaled \$85,000. We project a reduction in the overall utility costs of \$40,000 with the new building.

Current Grant Request:	\$33,254,615.00	CDE Minimum Match %:	63
Current Applicant Match:	\$6,721,470.00	Actual Match % Provided:	16.84
Current Project Request:	\$39,976,085.00	Is a Waiver Letter Required?	Statutory

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2020 Bond Election
Total of All Phases:	\$39,976,085.00	Escalation %:	4.3
Affected Sq Ft:	75,500	Construction Contingency %:	5
Affected Pupils:	284	Owner Contingency %:	5
Cost Per Sq Ft:	\$529.48	Historical Register?	No
Soft Costs Per Sq Ft:	\$85.30	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$444.18	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$140,761	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	266	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	258	Bonded Debt Approved:	
Assessed Valuation:	\$32,771,375	Year(s) Bond Approved:	
PPAV:	\$127,021	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$5,964,555	Year(s) Bond Failed:	
Median Household Income:	\$50,774	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	36	Total Bond Capacity:	\$6,554,275
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$6,554,275
3yr Avg OMFAC/Pupil:	\$1,976.90		



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 * C from grant application cost summary) \$ 25,135,999
- B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2019/20 AV x 20%)\$33,538,140 + \$69,210 x 20% \$6,721,470
- C. New proposed bonded indebtedness if the grant is awarded: \$6,721,470
- D. Current outstanding bonded indebtedness: \$0
- E. Total bonded indebtedness if grant is awarded with a successful 2020 election (Line C+D): \$6,721,470

School District: Julesburg School District
Project: Julesburg Consolidated K-12
Date: 2/19/2020

Signed by Superintendent: 
Printed Name: SHAWN C. ETNES

Signed by School Board Officer: 
Printed Name: Tammy Aulston

Title:
50592746.v1



SEDGWICK COUNTY SHERIFF'S OFFICE

Carlton C. Britton
SHERIFF

315 Cedar St. Julesburg, Colorado 80737
970-474-3355 — 888-344-3355 — Fax 970-474-2749



February 14, 2020

To: Whom it May Concern

Reference: Safety issues around the Julesburg Schools

To whom it may concern this letter is to help inform the grant board of the safety issues around the Julesburg Schools.

- One of the major safety issues is the drop off and pick-up of students at both the Julesburg Elementary School.
 - At the Julesburg Elementary School we have very narrow two lane road with parallel parking. Due to the design of the roadway and the location of the school building it is very congested. If there is no parking available, parents are stopping in the lane of traffic and letting their students out. I have seen students running from a parked vehicle into the roadway having close calls of being stuck. I have seen students standing in the roadway trying to see around parked cars. It is very dangerous for everyone involved.
- At the Julesburg High School we have very narrow two lane road with parallel parking.
 - I have observed multiple students getting dropped off on the street, and then having to run between the traffic to reach the school grounds.
- One of the other concerns from the Law Enforcements stand point is having multiple campuses and having the sports complexes in a third location. Due to multiple locations I have observed students walking back-and-forth daily.
 - Between the campuses there is a registered Sex Offender. Due to the design of the current school we are asking both Elementary and High Schoolers to pass by his house daily.
 - We have been informed of multiple individuals whom have followed or harassed the students while they are walking from campus to campus.
 - We have been dispatched to vicious dogs attacking students causing them to seek medical attention.
 - We have asked the schools to go on lock downs/ outs for multiple safety reasons. Due to the lock downs/ outs the students are unable to travel back-and-forth.

- On both the Julesburg High School and Elementary School there are a large amount of doors, entry/exit areas. I have seen students and faculty using multiple doors while exiting the building. The doors that are being used are being accidentally stuck open. Creating a risk of unwanted or unauthorized people into the school.
- Both Julesburg Elementary School and High School have limited visibility to who is approaching our school to enter. Neither building has a security vestibule that prevents visitors from having full access to our entire school building and all classrooms. Once they walk through the front entrance door they have full access to the students and staff throughout the entire building at both schools.

Thank you for your time in this matter if you need anything please contact me at the below information,



Sheriff Carlton Britton
Sedgwick County Sheriff's office
315 Cedar St.
Julesburg Colorado 80737
Ph: 970-474-3355
Cell: 970-520-1703
Fax: 970-474-2749
cbritton@sedgwickcountvgov.net

● **Facilities Impacted by this Grant Application** ●

EATON RE-2 - HS Addition/Renovation into MS - Eaton HS - 1928

District:	Auditor - Eaton RE-2
School Name:	Eaton HS
Address:	114 Park
City:	Eaton
Gross Area (SF):	135,940
Number of Buildings:	6
Replacement Value:	\$39,714,779
Condition Budget:	\$18,466,283
Total FCI:	0.46
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,652,151	\$3,903,943	0.69
Equipment and Furnishings	\$995,528	\$457,788	0.46
Exterior Enclosure	\$4,829,741	\$192,719	0.04
Fire Protection	\$17,000	\$1,420,450	83.56
Furnishings	\$641,790	\$0	0.00
HVAC System	\$9,508,002	\$8,409,686	0.88
Interior Construction and Conveyance	\$5,417,655	\$3,327,787	0.61
Plumbing System	\$1,909,582	\$647,517	0.34
Site	\$3,600,577	\$1,585,000	0.44
Special Construction	\$1,089,221	\$30,000	0.03
Structure	\$6,053,532	\$0	0.00
Overall - Total	\$39,714,779	\$19,974,890	0.50

EATON RE-2 - HS Addition/Renovation into MS - Eaton ES - 1955

District:	Auditor - Eaton RE-2
School Name:	Eaton ES
Address:	25 Cheyenne Avenue
City:	Eaton
Gross Area (SF):	36,490
Number of Buildings:	2
Replacement Value:	\$8,652,076
Condition Budget:	\$4,138,346
Total FCI:	0.48
Adequacy Index:	0.33



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,406,566	\$556,991	0.40
Equipment and Furnishings	\$379,640	\$275,812	0.73
Exterior Enclosure	\$1,396,040	\$104,752	0.08
Fire Protection	\$11,922	\$346,038	29.03
HVAC System	\$1,745,083	\$1,419,593	0.81
Interior Construction and Conveyance	\$1,409,033	\$942,197	0.67
Plumbing System	\$399,398	\$339,944	0.85
Site	\$616,327	\$486,123	0.79
Special Construction	\$155,814	\$0	0.00
Structure	\$1,132,252	\$0	0.00
Overall - Total	\$8,652,076	\$4,471,450	0.52

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Applicant Name: EATON RE-2

County: Weld

Project Title: HS Addition/Renovation into MS

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

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

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

Weld County School District RE-2 (Eaton) serves the communities of Eaton and Galeton. Our economic base centers around farming, ranching, dairies, the oil/gas industry, and small-scale manufacturing. It is also a popular bedroom community for families that work in the nearby communities of Greeley, Windsor, Fort Collins, and Loveland. We educate 1,971.5 students K-12 in five buildings. We also provide preschool for 100 Colorado Preschool Program (CPP) students for a total of 2,033.5 students served. Eaton Elementary (erected 1955) serves 414 K-2 students. Benjamin Eaton Elementary opened in 2003 and now serves 388 3rd-5th grade students. Galeton Elementary (erected 1918/1968/1988) operates in the town of Galeton with a single class per grade serving 145 PreK-5 students. Eaton Middle School (erected 1977) serves 462.5 6th-8th grade students, and Eaton High School (erected 1928/1962/1988) serves 572 9th-12th grade students. In 2019, all five schools in the district were accredited by the state at the highest performance level. We take pride in this as our schools are the center of the community. All of the facilities are available for public use most weekends and evenings for community events, club athletics, and fundraisers.

In 2015 the district formed a facilities committee to develop a long-term facility master plan. The process of writing the facilities master plan began in earnest in December of 2017 when the district began to evaluate and hire professional consultants to assist. The district hired an owner's representative, an architectural team, and a Construction Manager/General Contractor (CM/GC) to develop a facility master plan. The team frequently met to evaluate the needs of the district and develop a budget for the master plan. We also worked with facility assessors from CDE to update our facilities' insight information for each school and had the School Safety Resource Center conduct a school safety audit for the district. The district established three broad goals for future solutions in the master plan.

- Increase safety and security at all District facilities by creating a secure entry sequence, and by connecting physically separated buildings into a single building at facilities with multiple buildings.
- Address building infrastructure issues.
- Increase the enrollment capacity of the district.

Our funding level from the state continues to be in the bottom 10% of all school districts in the state. Low funding has affected our ability to maintain our facilities and forces us to redirect these funds into operational costs. In 2018, the board of education determined that the district's facility needs are such that it made sense to pursue a \$75 million facilities bond in the November 2018 election. Unfortunately, the facility bond was defeated by the voters. Our community worked together to revise the master plan in 2019 and placed a facilities bond on the ballot again in November of 2019. This time we were successful! Part of the master planning involved securing additional funds for the projects through the BEST grant fund. We formed a steering committee in January of 2019 and decided to submit a \$1,995,359.91 grant for secure entries at every

BEST FY2020-21 GRANT APPLICATION SUMMARIES

school site. BEST funded the secure entries grant, and our facilities bond provides our 76% matching amount of \$1,516,473.60. The committee also recommended we pursue a second BEST grant in 2020 to address additional safety concerns at the existing Eaton High School Campus and Eaton Elementary School. The district has identified \$40 million in deferred maintenance that has accumulated because of funding shortages. Even with the passage of the facility bond, we are unable to fund \$20 million of the deferred maintenance, and that is why we are seeking a second BEST grant to supplement our budget.

Deficiencies Associated with this Project:

The district has deeply analyzed the safety and security of each building in the district. In November of 2018, we asked the Colorado School Safety Resource Center (CSSRC) to perform a safety audit for our district. We also gathered data from our 2018 & 2019 CDE facilities insight assessments with the generated Facility Condition Index (FCI) for each school. Additionally, we relied on the analysis provided by our architects and CM/GC during the development of the facilities master plan that was completed in the fall of 2018 and updated in August 2019. The audits found two of our buildings, Eaton High School and Eaton Elementary have serious safety issues inherent in their location in proximity to traffic and use of multiple building structures outside of the main building for classrooms that leave students exposed as they move around each campus. They do not provide adequate accessibility for students and staff with disabilities. Both buildings contain asbestos. The location of our transportation and maintenance facilities behind the current high school forces students and staff to walk amongst 30 vehicles.

Our 2019 BEST grant is addressing issues with access control and secure entry. This application will focus on creating a single building campus at the existing high school, abating asbestos at Eaton Elementary and Eaton High School, relocating the transportation center, ensuring every school is handicap accessible, and providing secure drop-off zones at all district schools.

Eaton Elementary (EES):

Eaton Elementary, located next to county road 74, one of the busiest in Weld County, creates safety concerns inherent in its size and location. The lot is only 3.9 acres and, as such, does not provide a safe drop off area for students. Further safety concerns are students traveling to modular classrooms for their music, art, library, and computer classes. Only a chain-link fence sits between the playground and the busy streets located all around the school. Eaton Elementary has friable asbestos in countertops, pipe insulation, and block filler.

Eaton High School Campus (EHS):

Main Building:

The original part of EHS was erected in 1928 and designated as a historic building with the Colorado Historical Society since 1998. It is a two-story building with classrooms, counseling offices, and an auditorium. The building does not have an elevator or ADA compliant bathrooms and doorways. Classrooms designed to seat 20 now serve up to 30 teenagers. The HVAC, electrical, and interior construction and conveyance is well beyond its lifespan. The portion of EHS erected in 1962 was designed for junior high students, and classrooms there are undersized for high school. This wing houses our science classrooms where all of the sinks and gas burners are falling apart. These classes designed to hold 20 students and now must serve up to 30 at times. The HVAC, electrical, and interior construction and conveyance is well beyond its lifespan. Asbestos exists in the 1928 and 1962 portions of the main building. The learning environment in this part of the building is exceptionally poor, with classrooms reaching 90 degrees and higher during the warm months while freezing cold in others. In 1988 EHS added additional space to house the library, music, and physical education programs as well as the school kitchen, cafeteria, and administrative offices. The HVAC, electrical, and interior construction and conveyance is beyond its lifespan in these parts of the building as well. Students can only access the upstairs classrooms of the 1928 building by climbing a flight of stairs. To meet our students' needs, we move entire classes to an accessible area of the building. Bathrooms on both floors of this building do not accommodate wheelchairs. Any person needing an accessible bathroom must travel a long distance to reach a bathroom they may use. There is no safe drop off areas for students at Eaton High School. Buses must release and pick up students on the main road in front of the school with heavy traffic. Parents also drop off here, and students frequently dart in front of cars and buses to access the school. Eaton High School has friable asbestos in countertops, pipe fittings, and the boiler.

Agriculture and Woods Building:

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This structure erected in 1940 houses our agriculture and construction trades programs. This building needs an extensive investment to make it a safe learning environment, capable of delivering 21st-century learning. This structure is essentially a garage structure converted to classroom spaces in 1967.

Modular Classrooms:

The modular buildings were moved to EHS to accommodate growth. These structures are in fair condition but require students to walk outside to access them.

Technology/STEM Building:

This building is in good condition but requires students to walk outside to access it.

EHS 63 North Building:

This building used to house the administration offices and is now used for the technology department and serves three classrooms. The condition of this building is fair but requires students to walk outside to access it.

Transportation and Maintenance Buildings:

The district manages its transportation and maintenance operation directly behind the main building of EHS. Students must walk in the area where buses, trucks, and vans are transversing as they travel to the classrooms across the high school campus.

Proposed Solution to Address the Deficiencies Stated Above:

Due in part to the deficiencies described above, the Weld County School District RE-2 (Eaton) developed a facilities master plan with community input based on recommendations from professionals hired to conduct analysis and gather costs. The number one goal of the plan is to improve safety and security at the schools. The district diligently assessed the safety of our buildings with both a safety audit from the Colorado School Safety Resource Center, and full facility assessment audits from the CDE for all schools within the last year. Additionally, the district contracted with a reputable K-12 architect to perform a full facility assessment in 2018 that resulted in our November 2018 Facility Master Plan (revised August 2019). To achieve a safe and secure campus for all students, the master plan includes decommissioning Eaton Elementary School (1955) and moving the elementary students to a safer location at the existing middle school. To safely decommission the elementary, we will need to complete asbestos abatement before demolition. The middle school students will be moved to the existing high school after renovation to make it a safer environment for students. The district will build a new high school at a safe location on the west side of town. Transportation and maintenance operations will move to a new location safely away from students.

Building a two-story addition at the existing Eaton High School allows the school to move to a single-building secure entry campus. To achieve this, we would decommission the modular buildings, the technology building, and the agriculture building. Additional square footage in the form of a two-story addition would replace the classrooms that were located in the decommissioned buildings and provide ADA accessibility to the second floor. EHS would upgrade HVAC and electrical systems, abate asbestos, update the fire and intercom systems to current standards, and build a secure, controlled access entryway. The district will relocate the transportation and maintenance departments away from student areas. The plan includes additional parking with a safe pick-up and drop-off zone for students. This plan preserves the best of the historic school while adding another thirty years to the life of the building.

How Urgent is this Project?

At every community meeting we had, the number one concern was that we are unable to secure our campus because students must walk from building to building. Visitors enter the building and wander around unsupervised daily. The location of over 30 vehicles moving amongst students and staff is an urgent concern. Crowded science and welding classrooms where students are using equipment designed for larger spaces pose a daily threat to the safety of our students and staff. The lack of a secure dropoff area has created several incidents where students have nearly been struck by vehicles. Finally, the adjacency to the maintenance and transportation departments has resulted in numerous fender benders and students almost being hit

BEST FY2020-21 GRANT APPLICATION SUMMARIES

by our vehicles. If this project is not awarded, more vehicles and more students will make accidents between cars and students even more likely.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The Weld County School District RE-2 (Eaton) consists of 5 school campuses (serving 2,033 students), a district office, a food service building, a transportation facility, a maintenance facility, and a technology services building. The capital renewal budget allocations for the past five fiscal years were as follows:

14-15 = \$981,970

15-16 = \$549,500

16-17 = \$577,500

17-18 = \$597,500

18-19 = \$770,000

19-20 = \$735,000

Eaton High School serves 572 of the 2,033 students or 29%. At 29% of the population, it is safe to say that \$213,150 of this is available for building improvements at EHS on an annual basis. We allocated \$1,817,728 in budget indicator 710 (district level maintenance) in 2019-2020. The budget includes all district-level operations employees such as director, assistant director, etc. It is safe to say on an annual basis that this amounts to an allocation of \$527,140 to EHS maintenance.

Altogether, we estimate that at least \$740,290 per year is allocated to maintain EHS, with \$435,000 to be placed in reserves to support future major repairs when they arise.

The district maintains highly qualified and well-trained maintenance staff. The maintenance team has developed facilities master plan building standards around controls, mechanical systems, instructional technology, entry systems, and roofing systems. This is demonstrated by Benjamin Eaton Elementary school that is now 17 years old but still looks brand new. The district will also capitalize on this opportunity to provide staff with professional development in maintaining new systems and finishes.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The focus of this application is for improving student safety at the existing high school campus which includes the transportation center (1962), the historic main high school building (1928), the agriculture science building (1940), the STEM building (1977), the modular classrooms (1998), the greenhouse (2002), and the maintenance building (1985). Also, our master plan includes decommissioning Eaton Elementary School (1955) and moving the elementary students to a safer location at the existing middle school. The middle school students will be moved to the existing high school after we renovate to make it a safer environment for students. We will build a new high school at a safe location on the west side of town. Transportation and maintenance operations will move to a new location safely away from students. This domino master plan involves all of our schools, so it is important to provide information about all of them. The district built all five schools as new school projects. Benjamin Eaton Elementary in 2003, Eaton Elementary in 1955, Galeton Elementary in 1918, Eaton Middle School in 1977, and Eaton High School in 1928. The district built the transportation center in 1962 adjacent to the high school. Also adjacent is the maintenance shop erected in the early 1980s.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

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School facility projects took place across the district to add capacity and maintain existing facilities. EES added new classrooms in 1968 and installed four modular classrooms in 2010. Galetton Elementary was remodeled in 1968 and again in 1988 to accommodate elementary students. Eaton Middle School added a 6th-grade classroom wing in 2004. Eaton High School had major renovations in 1962 and 1988. In 1998 EHS was awarded a grant from the State Historic Preservation Fund to complete restoration to the exterior of the building. The district renovated the cafeteria and the administrative support center of EHS in 2003. The district completed a lease-purchase project in 2006 to replace boilers and airflow piping at various schools to improve energy consumption. EHS was approved for a BEST grant in 2011 to abate asbestos, replace heating water, and replace domestic hot water piping. Capital projects that have taken place in the last three years include repairs to roofs and windows that have been damaged by hail in all buildings. Voters passed a facilities bond in November of 2019 to fund projects across the district to address safety issues, tackle deferred maintenance projects, and increase capacity to accommodate student growth. The bond will provide the matching funds for a BEST Grant awarded to the district for secure entries in 2019, and this grant (if approved) for 2020. The district has identified \$40 million in deferred maintenance that has accumulated because of funding shortages. Even with the passage of the facility bond, we are unable to fund \$20 million of the deferred maintenance and that is why we are seeking a second BEST grant to supplement our budget.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Our funding level from the state continues to be in the bottom 10% of all school districts in the state. Continued low funding has affected our ability to maintain our facilities and forces us to redirect these funds into operational costs. In 2018, the board of education determined that the district's facility needs are such that it made sense to pursue a \$75 million facilities bond in the November 2018 election. Unfortunately, the facility bond was defeated by the voters. Our community worked together to revise the master plan in 2019 and placed a facilities bond on the ballot again in November of 2019. This time we were successful! Part of the master planning involved securing additional funds for the projects through the BEST grant fund. We formed a steering committee in January of 2019 and decided to submit a \$1,995,359.91 grant for secure entries at every school site. BEST funded this grant, and our facilities bond provides our 76% matching amount of \$1,516,473.60. The committee also recommended we pursue a second BEST grant in 2020 to address additional safety concerns at the existing Eaton High School Campus. The bond will provide the matching funds for this grant (if approved) for 2020. The district has identified \$40 million in deferred maintenance that has accumulated because of funding shortages. Even with the passage of the facility bond, we are unable to fund \$20 million of the deferred maintenance and that is why we are seeking a second BEST grant to supplement our budget.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District prioritizes its facilities capital needs projects. The Group Priorities are 1's, 2's & 3's. The 1's being the highest priorities. The Scope of Work for each project is described in detail to help determine the Group Priority. Typically there are so many needs within the District for maintaining the facilities that we usually don't get to the 2nd tier of priorities.

For the fiscal year 2019-20, the General Fund transferred to the Capital Reserve / Capital Projects fund an amount equal to \$361.53 per pupil or \$735,000. Although, as of 2009-10, the minimum allocation per-pupil amount went away, the District maintained the amount.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$4,665,066.99	CDE Minimum Match %:	68
Current Applicant Match:	\$14,772,712.13	Actual Match % Provided:	76
Current Project Request:	\$19,437,779.12	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		November 2019 bond proceeds

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Total of All Phases:	\$19,437,779.12	Escalation %:	5
Affected Sq Ft:	30,950	Construction Contingency %:	3
Affected Pupils:	464	Owner Contingency %:	5
Cost Per Sq Ft:	\$628.04	Historical Register?	Yes
Soft Costs Per Sq Ft:	\$108.10	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$519.94	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$41,892	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	277	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
NA			

Financial Data (School District Applicants)

District FTE Count:	1,968	Bonded Debt Approved:	\$128,500,000
Assessed Valuation:	\$726,092,061	Year(s) Bond Approved:	19
PPAV:	\$368,949	Bonded Debt Failed:	\$75,000,000
Unreserved Gen Fund 18-19:	\$5,814,890	Year(s) Bond Failed:	18
Median Household Income:	\$78,878	Outstanding Bonded Debt:	\$131,855,000
Free Reduced Lunch %:	34.8	Total Bond Capacity:	\$145,218,412
Existing Bond Mill Levy:	2.117	Bond Capacity Remaining:	\$13,363,412
3yr Avg OMFAC/Pupil:	\$1,624.78		

● **Facilities Impacted by this Grant Application** ●

JOHNSTOWN-MILLIKEN RE-5J - Letford ES Replacement - Letford ES - 1957

District:	Auditor - Johnstown-Milliken RE-5J
School Name:	Letford ES
Address:	2 NORTH JAY AVENUE
City:	JOHNSTOWN
Gross Area (SF):	49,800
Number of Buildings:	3
Replacement Value:	\$12,876,943
Condition Budget:	\$8,980,790
Total FCI:	0.70
Adequacy Index:	0.15



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,968,479	\$2,098,410	1.07
Equipment and Furnishings	\$302,403	\$378,004	1.25
Exterior Enclosure	\$1,599,518	\$1,068,525	0.67
Fire Protection	\$12,697	\$510,103	40.17
Furnishings	\$142,951	\$20,661	0.14
HVAC System	\$2,444,412	\$2,198,011	0.90
Interior Construction and Conveyance	\$2,751,272	\$1,442,869	0.52
Plumbing System	\$544,295	\$459,554	0.84
Site	\$1,082,896	\$1,126,944	1.04
Special Construction	\$155,814	\$155,814	1.00
Structure	\$1,872,207	\$19,063	0.01
Overall - Total	\$12,876,943	\$9,477,958	0.74

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: JOHNSTOWN-MILLIKEN RE-5J

County: Weld

Project Title: Letford ES Replacement

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: The project was awarded a grant in the 2019 BEST Grant cycle. The matching grant pledged as part of our a 2019 Bond election failed by 88 votes and the award was transferred to one of the alternate projects. We are resubmitting our grant request and worki

Project Type:

- | | | | |
|--|--|--|---|
| <input checked="" type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: | The project scope is to replace the existing 65 year old Elementary school with a new high performing faciity on 10 acres of land dedicated to Weld RE-5J by the Town of Johnstown. |

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

Weld County RE-5J School District is a rural school district in northern Colorado, located in both Weld and Larimer counties. Our schools serve 3,800 students in the towns of Johnstown and Milliken, and also small portions of the town of Berthoud and the city of Greeley.

Weld County RE-5J School District places a strong emphasis on educating the whole child and inspiring our students to be lifelong learners. From kindergarten through high school, our students are empowered to be involved in their learning and to own their educational experience. We are committed to ensuring every student reaches their full potential and is prepared for college or a career when they graduate from high school. The pride of being a Roosevelt High School "Rough Rider" is instilled at all grade levels and allows our growing community to maintain a sense of pride and ownership in their schools.

Weld County RE-5J School District consists of students that are 28% Hispanic, 68% White and 4% from a variety of other ethnicities. Across the district nearly 28% of students receive free or reduced lunch. In regard to students with specific needs, just over 6% of students are English Language Learners, 9% of students have an Individualized Educational Plan, and 3% of students

are identified as Gifted and Talented.

As a primarily residential community with only a 5% of our assessed value coming from commercial (excluding volatile Oil and Gas valuation), Johnstown and Milliken are bedroom communities supporting the fast growth in Northern Colorado. To meet the needs of a growing work force demand and population growth we have been working on Master Planning for the past several years to not only address the needs of today, but to prepare for the future. This 2020 BEST Grant application is one important step in preparing for that future. As you review our application, we have also submitted additional information in the form of our Facilities Master Plan, Demographics Report, Capacity Plans, Educational Program Plans, Site Study Plans, existing facility floor plans, and Asbestos Survey information. We hope that you will come to the same conclusion as our Board of Education and community, that Weld RE5J has a clear need for the partnership and support of BEST and replacing Letford ES now will provide safe and exceptional learning opportunities to every Rough Rider.

Deficiencies Associated with this Project:

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Deficiencies Specific to Letford Elementary

An assessment of the facility conditions at Letford Elementary in April 2017 estimated a cost for capital renewal of \$17,161,425, which did not take into consideration the feasibility that the existing core and shell could be updated to meet current structural codes. Additionally, the current 47,200 square foot facility does not support the educational program and capacity for a full day Kindergarten program and other District educational priorities, again without taking into consideration the (un)feasibility of constructing a fourth series of additions onto the 6.1 acres site. A detailed breakdown of the items identified are included in the Facilities Master Plan submitted as part of this application. A summary of the most blatant deficiencies are described below.

Site

The school site is approximately 6.1 acres with 20 parking spaces. The parent drop-off loop allows at most four cars to stack creating safety issues for access to the school during morning start and afternoon pickup periods. Consequently, parents are forced to use the surrounding streets and neighborhood for getting their children to/from school. Given the proximity of the school entry to Jay Avenue, it is not feasible to provide additional safe site circulation for pedestrian and vehicle access to the site. Furthermore, with the District's commitment to Early Childhood Education and Preschool being offered at Letford ES, there is no separate parent parking available to be able to escort preschoolers into the building. There is no bus drop off loop. To exacerbate the site circulation / pedestrian safety issues, the main entry to Letford ES is on a radiused street corner with several streets converging into the entry. During the early history of the campus most students were able to walk / bike to the school. As the neighborhood has aged fewer students walk to school and the majority of students are now being transported from newer developments on the west side of Johnstown. With this change in traffic pattern the site access problems are compounding. Site sidewalks, access grades, and playground surfaces are not ADA compliant. Building drainage is not controlled away from the facility creating foundation damage to the existing building structure.

Safety / Security

The building design is based on 2 straight academic corridors surrounded by numerous security breaches. With twenty (20) points of entry, including rotted hollow metal doors that swell and cannot be closed with afternoon sun, the building is difficult to secure. None of the doors are monitored with door occupancy sensors and given the classroom architecture with demountable partitions, the ability to shelter in place in case of an emergency is significantly compromised. There are no provisions for a lock

down button and there is no public safety or radio coverage available within the building. The fire alarm is addressable in only four classrooms and the balance of the system is not monitored. Interior corridors are not fire rated and the building does not have fire sprinklers. Considering that the roof frame and structure are primarily constructed of flammable wood products this is an extremely frightening situation for a facility with Preschool and Kindergarten age children. The Main Administration area is

situated such that there is currently no secure entry vestibule and visitors go past the cafeteria / gym entry before coming to the reception window.

Structure

The existing roof structure for the original 1950's building consists of wood deck on dimensional lumber joists that are supported by multi-wythe masonry bearing walls. When the south academic wing courtyards were infilled with classroom additions, the roof drainage created ponding and drainage problems throughout the building. The low slope roof pitches combined with the piecemeal additions have created significant moisture infiltration problems for the building structure. There is evidence of

building movement which would be expected from a building of this age, but only when compared to the code requirements for 1950's school construction can the building be considered sound. The building structure most certainly does not meet

BEST FY2020-21 GRANT APPLICATION SUMMARIES

current code. If a renovation were to be considered, a forensic structural analysis would be required and as noted by the structural engineer who participated in the Master Plan Facility Assessment there is “significant concern for the existing roof diaphragm and connections to the shear walls meeting the current code”.

Architecture / Educational Adequacy

The infill of the south academic courtyards eliminated daylighting to over half of the academic spaces in the building. Internal ramping in the Academic corridor does not meet ADA as well as restrooms and sinks in classrooms. Interior flooring is asbestos containing vinyl floor tile and asbestos is also present in pipe insulation, window caulking, and transite panels. Exterior building envelopes have moisture infiltration both in the wall and the crawlspace / utility tunnels throughout the building. Corridors are not rated for fire separation with un-labelled doors / frames, wire glass, and multiple fire penetrations into the nonsprinkled egress corridors. Letford Elementary was not designed for modern instructional use. There are no spaces for small group intervention, teacher collaboration, or the expansion of Kindergarten. Classrooms suffer from poor lighting, improper ventilation, inadequate acoustical treatment from demountable partition walls, and compromised instructional technology from a lack of electrical infrastructure.

Roofing

The built-up roof and ballasted epdm roof systems are well beyond their 20 year life cycle and show the effects of wear and tear. The roof shows signs of multiple patches, ponding, cracked flashings, and loose parapet cap flashing. The exterior gutters and downspouts discharge to sidewalks creating icing and safety concerns. Roof insulation values do not meet current 2015 IEBC requirements. Evidence of the failing roof can be clearly seen in the significant number of damaged and stained ceilings throughout the building.

Mechanical

The building mechanical systems are “controlled” by an outdated and failing pneumatic controls system. Classroom heating and ventilation is provided using exterior wall mounted cabinet unit heaters where the “fresh air source” is near grade with evidence of moss / mold growth and routinely blocked with snow drifts. While a test and balance retro-commissioning of the systems has not been completed due to the feasibility of such tests, it is highly unlikely that the code required air changes are being met thru

this antiquated and worn out system. Cooling has been retrofitted to several of the classrooms thru highly inefficient stand alone dx cooling units and the costs for maintenance and repair of the mechanical systems have grown beyond the District’s ability to maintain.

Electrical

The existing electrical service is beyond it’s expected service life with the main switchgear located outside the building with fusible switches and sub-distribution panels that are from the original 1957 construction (well beyond their expected service life). Lighting is provided with fluorescent type fixtures with lighting levels noted as low throughout the building. Like most older schools there is inadequate power supply / distribution for today’s high performing classrooms / technology needs. In order to upgrade lighting, power density, and mechanical systems a complete new electrical supply and distribution system is necessary.

In a world where student access to instructional technology is a necessity, such limitations make it impossible to set up labs or even recharge Chromebooks to support one-to-one devices. Addressable fire alarms are only present in the 4 classroom 2002 addition and corridors, the rest of the building is not tied into this system. Restrooms do not have any fire alarm notification devices.

Technology

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Because of the original date of construction there were no building provisions for technology equipment or infrastructure. The current MDF resides in the teacher workroom above a series of storage cabinets where it is routinely subject to damage from roof leaks, overheating, and cabinet doors pinching cables. The limitations of the technology infrastructure not only impact the learning environment, but the safety of the occupants with the inability to provide reliable emergency response notification, security camera coverage, and intrusion detection / monitoring in the case of an incident.

In summary, Weld RE-5J has a much beloved campus at Letford Elementary that has exceeded its originally expected service life, is undersized both in program area and site size to meet the capacity demands for the community it serves, has significant safety and security problems intrinsic to the design, and is just plain worn out.

Proposed Solution to Address the Deficiencies Stated Above:

General Overview

As a District, 4 of our 5 facilities are over fifty years old with Letford Elementary School our oldest and in the most need at 60 years. Each of these four facilities have significant building code deficiencies, safety / security challenges, energy efficiency, health, building performance, and educational suitability problems that would make them worthy of consideration for a BEST Grant. While we would like to focus our grant requests to a single campus, the need has become too great and this cycle we are submitting replacement projects for Letford Elementary and Milliken Middle School. The failure of the 2019 Bond request by 88 votes has made then need to enact solutions even more critical this year. Compounding the facility issues, since the last significant capital construction project (sixteen years ago) the District has seen a 98% growth in student population with large developments planned that could see student population double again in another 15 years. The need for a comprehensive facilities master plan was obvious with the District taking steps in 2016 to update the facilities assessment, engage a firm in Master Planning, and begin the process of engaging the community on the future of Weld RE-5J. In the Spring of 2018, with a decision needed to move forward for a November 2018 Bond Election, the Board of Education decided to step back and make sure that the solution presented to the voters addressed the Educational Program and Facilities needs for the community and prepared the District for long term success. This meant creating a better understanding of the educational vision, strategic plan, and partnerships necessary for both a successful capital construction program in 2019 and to build a foundation for future support and improvements. Weld Re-5J understands that as a School District and community, we are at a tipping point where the old model of “break fix” and “build another classroom addition” will not support success in the future. To implement the facilities master plan vision, and to create safe collaborative learning environments district-wide, we need the support of the community to pass a series of construction bonds. As part of earning the support of the electorate we need to demonstrate partnerships to leverage the community’s investment in their facilities. We are pursuing a BEST Grant and partnership with CDE CCAB for the replacement of Letford Elementary to help offset the costs of a Bond and to begin to address other needs in the District, setting the ground work for improving all our facilities. Multiple options were discussed over the past couple of years to address the deficiencies at Letford Elementary, but the right solution has always been very clear, a new replacement facility on an adequately sized campus is required. The key factors that led to this conclusion are the estimated cost for deferred maintenance / capital renewal of the existing building, capacity to support the Weld RE-5J Elementary School model (4 track PK-5 with Full Day K), and school site too small to allow for additions to meet the expansion. Specifically, the estimated cost for capital renewal of the existing campus is \$17.1 million (assumes the wood structure could meet current codes – highly unlikely), an addition of 23,000 sf for program capacity and educational suitability at \$9.6 million (assumes the addition would fit on the existing site – it won’t), and maintaining a neighborhood Elementary in a location where the majority of the students no longer reside. The final variable considered in the evaluation to renovate with additions verses replacement came from the impacts of construction on the school during a renovation. It was ironic to consider that a temporary school would have to be constructed (estimated at over \$2.0 million) in order to renovate as opposed to replacing the facility with a new safe, energy efficient, project-based learning facility.

In determining the best location for a replacement facility, Weld RE-5J conducted solicitations in late 2018 for an Owner’s Representative and AE team to help identify facility solutions. Working with the community and local municipalities, a 10.0-acre site has been identified in Johnstown that was originally dedicated for an Elementary School. This site is in a currently developed subdivision within walking distance for a significant number of students and centrally located near several recently approved residential developments. The school staff and administration have been on multiple school tours in the front range area and have been working closely with our Master Planning team to develop an educational program plan and vision for the

BEST FY2020-21 GRANT APPLICATION SUMMARIES

new Elementary. The program plan has also been directed by the Board of Education which recently committed to Full Day Kindergarten throughout the District and set standards for school capacity and classroom sizes to guide the Master Plan school feeder system. Using the program information and direction from the District on school models, the District architect has developed a program plan and site fit study for the Letford ES replacement school which is attached to this Grant application. The program plan, site study, and representative building systems / finishes were then provided to a Colorado based school General Contractor for a cost estimate for the new site development and construction of the facility. These cost estimates are the basis for the Letford ES BEST Grant and were supplemented by soft cost estimates based on the recently constructed Eagle Valley Elementary in Eagle County.

A new Elementary School to replace the worn out Letford Elementary facility will resolve all of the deficiencies noted above. With the support of a BEST Grant and the community the new facility can be ready to welcome students in August 2022.

How Urgent is this Project?

The need was urgent last year when a BEST Grant was approved and the issue was placed on the November 2019 ballot. While the urgency was recognized by the CCAB last year (thank you), we were unable to secure a majority of voters to support our comprehensive bond plan (short by 88 votes) and our facilities are one step closer to failure. Considering the condition of the existing life safety, security, mechanical systems, electrical systems, building envelope, and energy efficiency Letford Elementary has already past the threshold of failure. The single criteria that is still working is the functional use of the school, which is more of a conditioned response over time than an acceptable classroom environment that supports student success. The urgency to replace the Letford Elementary campus is focused on safety and being good stewards of the funds entrusted the District by the community. Weld RE-5J will be forced to invest money into the Letford ES campus this summer to address safety issues with heaving sidewalks, mechanical patches, and roof repair, all of which will not be recovered in a life cycle cost. The need is great across all of our facilities and to be investing in a facility that has no longterm value for our programs, replacing Letford ES with the support of BEST cannot come soon enough.

We hope that you will agree with our assessment that the deficiencies and solution presented for Letford ES are critical in nature and worthy of support. It is important to understand the relationship of this project to addressing the other critical and urgent needs in Weld RE-5J. As a School District with aging facilities and growing demands for capacity and programs, the Board of Education has taken the opportunity of Master Planning to truly plan and strategize for the future. Milliken Elementary, Milliken

Middle School, and Roosevelt High School are also in urgent need of capital renewal and safety upgrades. Our application focused on Letford ES since it is the most dire and clear cut BEST Grant in our opinion. Milliken Middle has also reached that tipping point that we must now also ask for grant support. The Bond that is envisioned for November 2020 has been refined to reduce our ask of the community by over 15% from 2019 and includes a new replacement facility for Milliken Middle School, renovation to Milliken Elementary and renovation / additions to Roosevelt High School.

To address the safety and security needs at all schools, we applied and recently were awarded a Colorado Department of Homeland Security School Security and Disbursement Grant (SSD). The SSD Grant was awarded for Roosevelt High School and Milliken Middle School and will provide funds to provide access control, security cameras, door monitoring, intrusion detection, emergency notification, and training. By partnering with Colorado DHS and taking this first step with a new high performing elementary in Johnstown and middle school in Milliken, we are preparing the community for the future.

This vision to raise the standards of safety and performance across the entire District is a long-term goal that is predicated on being able to take the first step. The urgency for the replacement of Letford Elementary and Milliken Middle is that it represents that first step. The support and partnership of a BEST Grant will go a long way in building the community support for Weld Re5J to take that journey to have facilities that are safe and support our students' success.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The school district will budget funds each year into the capital reserve account to provide adequate reserves for supporting maintenance needs as well as creating a reserve for future roof replacements and contingencies. The capital renewal budget is established such that there will be an increasing level of contribution to the capital renewal budget as the facilities age. For example in the case of roof replacement based on a 15-year life expectancy, the capital renewal fund contribution schedules such that over the 15-year span sufficient dollars would be set aside to fund the roof replacement. As part of the maintenance of new and existing facilities, the District will:

1. Develop a facility maintenance plan for preventative maintenance. This will involve routine maintenance of the building from mechanical, to electrical, to caulking inspections, roof inspections, exterior wall inspections, inspections of interior walls, ceilings, floors, door/hardware inspections, testing of fire alarm and intercom systems, testing of fire suppression systems, etc. Periodic inspections will be performed and reports prepared at intervals appropriate to the facility component. Some, like mechanical, will require quarterly inspections and adjustments, and others like electrical switchgear would require bi-annual inspections.
2. The plan will also address routine inspection of alternative energy systems built into the building including periodic adjustments to control systems as required to optimize efficient performance.
3. Develop a painting program to repaint/touch-up the interior and exterior of the building on a ongoing, revolving basis.
4. Do infrared inspections of the building after it is completed and then annually to compare against the completed original structure to identify changes and maintenance needed.
5. Seek to develop staffing based on the International Facilities Management Association recommendations.
6. As part of the original construction, establish a scope and obtain bidding for the mechanical, electrical, and other appropriate sub-contractors to perform service contracts at regular intervals. We will identify District personnel at each campus with our Facilities Management team at Sodexo to oversee these contractors.
7. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.
8. Inspections would be established by a predetermined schedule and would be performed with the goal of establishing 5 year plans for maintenance and repairs. This would help establish budgets for the District well in advance of work occurring, resulting in a planned effort to replace/repair different items in the buildings rather than performing maintenance in a reactive mode.

In addition to the Facilities fund, the District maintains a reserve for facilities in the average of \$650,000. Recognizing the need for improvements in our facilities maintenance and the limitations of our resources, Weld RE-5J engaged Sodexo to assume the responsibilities for facilities maintenance in our District. We have attached a copy of the facilities maintenance agreement to this grant as additional information on the services provided to Sodexo. By engaging a professional Facilities Manager to direct our maintenance operations we are expecting to receive significant benefits in our ability to maintain and plan for capital renewal needs. As part of our approximately \$1.7 million service contract funded thru our General Fund for maintenance in the form of salaries, benefits, maintenance supplies, and repair fees there is a specific allocation of \$850,000 for maintenance needs. Looking to the future, Sodexo's facilities assessment and planning services will help us to better plan for our capital renewal needs. To replace the new Elementary planned that would be funded by this 2020 grant at the end of its life-cycle, it is not practical for the District to save enough through capital reserve and general fund and we would look to a Bond for that funding (in 2090?).

As a percentage of District student capacity, Letford ES serves 14% of our student population. Using this percentage, it is appropriate to commit that \$237,000 thru General Fund a year will be allocated to the maintenance of a new Letford Elementary School with \$120,000 of those funds dedicated to facility repair. In addition, \$165,000 a year will be dedicated to

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capital renewal from the district level maintenance capital reserve (budget indicator 710), further described in our response to item Y of this grant.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Letford Elementary School was constructed new in 1957 as the surrounding neighborhood near downtown Johnstown was being developed. Approximately 20 years after opening, a north classroom addition was built changing the academic wing from a single loaded classroom corridor to a double loaded corridor design and removing daylight. A similar addition was constructed south of the original classroom wing in 1984. This change in design approach over time eliminated the courtyards along the south face of the two academic wings and essentially built an enclosed classroom box. The construction of Letford Elementary School coincides with the reorganization of the District when the communities of Johnstown and Milliken joined together to form Weld RE-5J. Over the years there have been several additions constructed to address capacity needs in the area as Johnstown continued to grow. For the past sixty years, Letford Elementary School has served well as a neighborhood school for the Johnstown area. It is currently sited in one of the oldest neighborhoods of Johnstown and has become a community icon for residents who can point to several generations of family members that have graduated as "Mighty Colts". While the building has a long history of serving the community needs, the building condition and site constraints make it unsustainable for future generations. Following the tradition of building neighborhood schools to support community growth and the Weld RE-5J educational vision, the District has partnered once again with Johnstown to select a site for a replacement facility that will serve the community for the next generations of "Mighty Colts".

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

No significant capital improvements have been made to Letford Elementary School within the last sixteen years due to limitations in funding. Like most rural schools in Colorado, Weld RE-5J has been forced to operate in a "break fix model" for the last decade with the majority of any capital construction focused on additions to accommodate growth in student population. In 2002, a four classroom addition was built on the east end of the central academic corridor and since that time we have seen our district wide student population increase by 98%. Similar smaller additions were built in 1976, 1984, and 1996 to meet the growing demand for additional capacity on the constrained 6.1 acres site. In 2017, the District completed a Facilities Master Plan which raised significant concerns about the long term-usefulness of the facility. The investigation identified wood frame joist and decking on double wythe masonry bearing walls that would be cost prohibitive to attempt to bring up to current code for wind loading, fire protection, and roof load capacities. The two academic additions in 1976 and 1984 infilling the courtyards create drainage valleys in the roof plan that has exacerbated the moisture infiltration on the building. The effects of the moisture damage are clearly visible with damaged and stained ceilings, mold / moss growth, and deteriorated concrete foundations.

A complete list of deficiencies is listed in our application and 2017 Facilities Master Plan.

After hosting numerous community engagement sessions, conducting surveys, commissioning demographic studies of enrollment, inviting public comment at School Board meetings, and developing an Educational Plan and Vision for our District, our community has determined that the best path forward is to replace Letford Elementary with a new high performing PK-5 on a new site and demolishing the old school.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Weld RE-5J submitted a Colorado Homeland Security School Security Disbursement Grant in January 2019 to help fund Districtwide improvements in access control, security cameras, door monitoring, intrusion detection, and emergency response communication. We were notified that we have been awarded partial funding (\$ 334,800) for improvements to Roosevelt High School and Milliken Middle School. Funds for Letford ES, Milliken ES, and Pioneer Ridge were not awarded due to demand and a lack of funding. Our District is also actively working with local businesses and developers to secure future school sites and establish Career Pathways programs with integration at all grade levels. For the replacement Letford ES project we have worked with the Town of Johnstown to have the land for the new Letford Elementary School site transferred to the District at no cost (estimated value of \$800,000). Similarly, we have secured 37 acres of land (at no cost) for the

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construction of a replacement scampus for Milliken Middle School. We are actively pursuing other grants in cooperation with the local municipalities for playground improvements and Safe Routes to Schools development. As a portion of 2020 Bond election we are also targeting Districtwide Energy Performance upgrades to improve classroom lighting efficiency and effectiveness with new led dimmable classroom lighting. We calculate a three year payback for the electrical and building automation upgrades in addition to energy rebates estimated at \$150,000. A large portion of Weld RE-5J's assessed value is built on residential property values with median home prices below our neighbors. As such, we understand the burden and difficulty the local community will have supporting a General Obligation Bond tax increase and are committed to leveraging the communities support for our District with additional grants and partnerships.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The Weld RE-5J School District consists of five (5) school campuses (serving just over 3,800 students), a District Office, and Maintenance / Transportation facility. We also have a K-8 Charter School that manages and maintains its own facility. Weld RE-5J Schools capital renewal budget allocation for the past five fiscal years for building facilities, equipment and fixtures were as follows:

2014-15 = \$1,028,234

2015-16 = \$1,345,023

2016-17 = \$ 489,948 (Bus purchases were made this year)

2017-18 = \$ 564,792

2018-19 = \$1,180,360 (includes costs for a modular at RHS at \$434,195)

Because Letford ES serves about 14% of our student population it is safe to say at least \$165,000 of the current \$1,180,000 budget is available for building improvements at Letford ES on an annual basis. This amounts to roughly \$401 per student.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

In an audit of our utility costs for the past year, Weld Re5J currently spends \$68,954 for water/sewer (City of Johnstown), gas (Center Point Energy), electric (Xcel) at Letford ES. We have excluded costs for telecom / internet since they are District-wide expenses and we do not expect any significant cost reductions with the building of a new school. Using the combined total utility costs and our current building square footage (47,200) Letford ES currently costs approx. \$ 1.46 / sf for service. With a new high performing facility after consultation with our project team we would expect the utility costs to run approximately \$0.92 / sf with a reduction in our utility costs by over a third. We would also plan to pursue the one time energy rebates from the local utility providers for the efficiency upgrades moving to a new facility. Those savings will be reinvested into the District's capital renewal budgets creating additional savings and improvements going forward.

Current Grant Request:	\$9,548,507.64	CDE Minimum Match %:	72
Current Applicant Match:	\$24,553,305.36	Actual Match % Provided:	72
Current Project Request:	\$34,101,813.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	The Weld RE-5J School District intends to place a ballot issue to approve a General Obligation Bond for capital construction in November 2020. The Bond question anticipates the; 1) additions and renovation to Roosevelt High School, 2) renovation of Milliken	

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Elementary, 3) renovation to Pioneer Ridge ES, 4) Districtwide Safety and Security Upgrades, 5) Districtwide Energy Efficiency Upgrades, 6) matching funds to support a BEST Grant for the replacement of Milliken Middle School, and 7) Matching funds to support a BEST Grant for the replacement of Letford ES. The BOE will determine the final Bond scope the summer of 2020, but the support of BEST to replace the failing Letford ES facility will significantly help the District gather support from the community and improve Weld RE-5J's facility conditions as a whole. Our District match for the replacement of Letford ES is 27% for that project specifically, as compared to the complete Bond package being presented to the voters in November 2019, we estimated the BEST Grant to be 25% of the cost of our total 2020 Bond.

Total of All Phases:	\$34,101,813.00
Affected Sq Ft:	75,000
Affected Pupils:	484
Cost Per Sq Ft:	\$454.69
Soft Costs Per Sq Ft:	\$73.12
Hard Costs Per Sq Ft:	\$381.57
Cost Per Pupil:	\$70,458
Gross Sq Ft Per Pupil:	155

Escalation %:	3
Construction Contingency %:	3
Owner Contingency %:	5
Historical Register?	No
Adverse Historical Effect?	No
Does this Qualify for HPCP?	Yes
Is a Master Plan Complete?	Yes
Who owns the Facility?	District

If owned by a third party, explanation of ownership:
N/A

If match is financed, explanation of financing terms:
We are not financing our match for this grant.

Financial Data (School District Applicants)

District FTE Count:	3,775	Bonded Debt Approved:	
Assessed Valuation:	\$945,879,139	Year(s) Bond Approved:	
PPAV:	\$250,564	Bonded Debt Failed:	\$139,900,000
Unreserved Gen Fund 18-19:	\$2,965,959	Year(s) Bond Failed:	19
Median Household Income:	\$84,450	Outstanding Bonded Debt:	\$7,980,000
Free Reduced Lunch %:	33.8	Total Bond Capacity:	\$189,175,828
Existing Bond Mill Levy:	4.8	Bond Capacity Remaining:	\$181,195,828
3yr Avg OMFAC/Pupil:	\$1,175.91		

● **Facilities Impacted by this Grant Application** ●

JOHNSTOWN-MILLIKEN RE-5J - Milliken MS Replacement - Milliken MS - 1942

District:	Auditor - Johnstown-Milliken RE-5J
School Name:	Milliken MS
Address:	266 SOUTH IRENE AVENUE
City:	MILLIKEN
Gross Area (SF):	89,400
Number of Buildings:	1
Replacement Value:	\$19,091,748
Condition Budget:	\$6,286,751
Total FCI:	0.33
Adequacy Index:	0.16



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,880,284	\$663,277	0.17
Equipment and Furnishings	\$375,971	\$139,815	0.37
Exterior Enclosure	\$3,665,596	\$483,143	0.13
Fire Protection	\$416,783	\$543,711	1.30
Furnishings	\$489,961	\$202,607	0.41
HVAC System	\$1,958,338	\$2,241,824	1.14
Interior Construction and Conveyance	\$3,148,471	\$1,629,882	0.52
Plumbing System	\$1,226,497	\$215,209	0.18
Site	\$1,183,665	\$650,993	0.55
Structure	\$2,746,184	\$60,000	0.02
Overall - Total	\$19,091,748	\$6,830,461	0.36

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Applicant Name: JOHNSTOWN-MILLIKEN RE-5J

County: Weld

Project Title: Milliken MS Replacement

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

Weld County RE-5J School District is a rural school district in northern Colorado, located in both Weld and Larimer counties. Our schools serve 3,800 students in the towns of Johnstown and Milliken, and also small portions of the town of Berthoud and the city of Greeley.

Weld County RE-5J School District places a strong emphasis on educating the whole child and inspiring our students to be lifelong learners. From kindergarten through high school, our students are empowered to be involved in their learning and to own their educational experience. We are committed to ensuring every student reaches their full potential and is prepared for college or a career when they graduate from high school. The pride of being a Roosevelt High School "Rough Rider" is instilled at all grade levels and allows our growing community to maintain a sense of pride and ownership in their schools.

Weld County RE-5J School District consists of students that are 28% Hispanic, 68% White and 4% from a variety of other ethnicities. Across the district nearly 28% of students receive free or reduced lunch. In regard to students with specific needs, just over 6% of students are English Language Learners, 9% of students have an Individualized Educational Plan, and 3% of students

are identified as Gifted and Talented.

As a primarily residential community with only a 5% of our assessed value coming from commercial (excluding volatile Oil and Gas valuation), Johnstown and Milliken are bedroom communities supporting the fast growth in Northern Colorado. To meet the needs of a growing work force demand and population growth we have been working on Master Planning for the past several years to not only address the needs of today, but to prepare for the future. This 2020 BEST Grant application is one important step in preparing for that future. As you review our application, we have also submitted additional information in the form of our Facilities Master Plan, Demographics Report, Capacity Plans, Educational Program Plans, Site Study Plans, existing facility floor plans, and Asbestos Survey information. We hope that you will come to the same conclusion as our Board of Education and community, that Weld Re-5J has a clear need for the partnership and support of BEST and replacing Milliken Middle School now will provide safe and exceptional learning opportunities to every Rough Rider.

Deficiencies Associated with this Project:

Deficiencies Specific to Milliken Middle

An assessment of the facility conditions at Milliken Middle in April 2017 by our consulting team estimated a cost for capital renewal of \$23,965,000. The CDE School report indicated a replacement value of \$18,841,243. These figures support that we would need to budget approximately \$27 million for capital renewal when all hard costs, soft costs, and asbestos abatement figures are included. These figures are good indicators that the existing facility is beyond its servicable life, but they still fail to

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address three key issues that drive the need for a new facility. First, it is unlikely that the 1967 wood deck roof structure and joist can be brought up to current code requirements for snow and wind loads. In fact we have already experienced one incident of roof deck failure from snow loading in the past 5 years. Next, with the increase in student population and programs for a master planned 900 student MS an additional 30,000 square footage (at a cost of \$13.5 million) of program space needs to be added on to the core facility. Even with academic additions the existing the core learning / support areas (cafeteria, media center, admin, conseling) will be undersized to support the Middle School. Finally, any future additions to the site would require taking over the current athletic field. The existing nine acre site is undersized for the current facility and suffers from unsafe site circulation. Milliken Middle School was constructed over fifty years ago at a time when the student population and educational program were so different from today as to be unrecognizable. As the Planning Advisory Group, Board of Education, and community have studied the costs and feasibility of renovating and expanding the Milliken Middle School, it has become abundantly clear that the best solution is to prepare for the future by building a new campus that will support and inspire Weld Re-5J Middle School students.

A detailed breakdown of the facility components needing to be replaced are included in the Facilities Assessment submitted as part of this application. A summary of the most blatant deficiencies are described below.

Site

The school site is approximately 8.7 acres with a total of 96 parking spaces. While there are an adequate number of spaces the configuration of lots on the north and south makes most of those spaces useless for anyone other than staff. With the Main Office / Entry located on the west side of the site, near the parent drop off lane, there is room for approximately 5 cars in the pull-off on South Irene Avenue. The parent drop-off congestion at the start and finish of school has created an unsafe condition with parents lining the roadway and students crossing blindly across traffic. The south parking lot is currently graded so that the trickle pan running thru the lot routinely floods with obvious deterioration of the pavement surfacing. The handicap ramps that were installed for access to the building on the north (bus drop-off area) and west (main entry) do not meet code and need to be replaced. There is one outdoor play area (the football field located on the east half of the site) and the small basketball court is now being used as access to the 2 modular classrooms. The configuration of the building with generally zero lot lines and multiple points of direct access to the building inside of 50' from a roadway, create significant safety concerns for our students. Additionally there are essentially no areas for outdoor learning, collaboration, or physical education spaces other than the single east ballfield.

Safety / Security

The building design evolved out of the preservation of the 1942 gymnasium. This constraint led to two primary points of access to the building, the main entry on the west side of the site on South Irene Avenue, and the north entry off the bus drop-off and visitor parking lot. The current entry design includes an entry vestibule with access control thru an Aiphone and door buzzer, but there is no line of site or view of people walking up to the vestibule. For visitors parking on the north side of the site there is no line of site or monitoring to allow access to the Main Office. Visitors trying to enter the building from the north are routed along the outside of the building and thru the Modular Classroom courtyard along a non-ADA compliant pathway. With twenty (19) points of entry, including rotted hollow metal doors that swell and cannot be closed with afternoon sun, the building is difficult to secure. In response to the need to address the significant security conditions on the site, Weld Re-5J pursued (and was awarded) a Colorado Homeland Safety and Security Development Grant in 2018 to install access control, security camera, and door monitoring upgrades to meet a baseline security requirement. The system is online and has improved site safety, but the underlying challenges of campus architecture will not be resolved with hardware and infrastructure. Like most District's we have found a temporary bandaid for our facility with a terminal diagnosis. The hardware installed in the building was selected with the intent that it can be relocated to the replacement building and the platform selected is expandable to meet the needs of a larger campus. There are no provisions for a lockdown button and there is no public safety or radio coverage available within the building. The fire alarm is addressable but the EST (General Electric) main control panel is outdated and replacement parts are obsolete. There is currently a ground fault in the system that cannot be located in addition to current device coverage that is not Code compliant. Interior corridors in portions of the 1967 building are not fire rated and the building has fire sprinkler coverage in less than half the facility. Considering that the roof frame and structure are primarily constructed of flammable wood products this is an extremely frightening situation for a facility with

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an unreliable fire alarm and notification system. The Main Administration area is situated such that there is currently no secure entry vestibule and visitors go past the 1942 gym entry before coming to the reception window.

Structure

The existing roof structure for the original 1967's building consists of wood deck on wood and steel truss joists that are supported by multi-wythe masonry bearing walls. These core areas of the building are at risk for failure due to the load capacity of the roof deck, improper roof drainage, and degradation of the building materials with exposure to the elements over time. Per the observation of the Structural Engineer conducting our facility assessment, "If the roofing material is to be replaced and subject to the requirements of the 2015 IEBC for Alterations, the existing roof diaphragm and connections to the shear walls will need to be evaluated for the current prescribed wind loading. We suspect it may be difficult to justify adequacy of the existing wood diaphragms and their connections...". The exterior masonry envelope appears to be in good condition, but doors, door frames, and window framing surrounding the building at grade are rusted / rotted out from moisture intrusion. Other than the roof structure, failing single pane windows, rotted out doors / frames / windows, the concrete precast panels are fine and will likely last forever (unless we can get a bond / BEST Grant to demolish!)

Architecture / Educational Adequacy

The 2004 classroom addition also included a partial renovation of the 1967 academic pods creating adequately sized classrooms with programming adjacency by subject level. Portions of the core of the building lack access to daylight, but generally speaking the classrooms are functional. The interior lighting, finishes, casework, furnishing are nearing the end of their service life and will need replacement within the next few years. The masonry block walls throughout the original 1967 construction have been treated with a 4% chrysotile asbestos block filler. This material, while currently non-friable, prevents the mounting of any new casework, smartboard, poster, etc. in these portions of the building. Interior flooring is asbestos containing vinyl floor tile and asbestos is also present in pipe insulation, window caulking, and transite panels. Corridors in the 1967 original construction are not rated for fire separation with un-labelled doors / frames, wire glass, and multiple louvered fire penetrations into the nonsprinkled egress corridors. Milliken Middle was not designed for modern instructional use. There are no spaces for small group intervention, teacher collaboration, or the expansion of CTE programs. Classrooms suffer from poor lighting, improper ventilation, and compromised instructional technology from a lack of electrical infrastructure. The cafeteria added to the building in 2004 is undersized to meet the current student count. Meals are served both in the cafeteria and commons area creating both supervision, custodial, and food preparation / serving problems.

Roofing

The built-up roof and ballasted epdm roof systems are well beyond their 20 year life cycle and show the effects of wear and tear. The roof shows signs of multiple patches, ponding, cracked flashings, and loose parapet cap flashing. The exterior gutters and downspouts discharge to sidewalks creating icing and safety concerns. Roof insulation values do not meet current 2015 IEBC requirements. Evidence of the failing roof can be clearly seen in the significant number of damaged and stained ceilings throughout the building. As additions have been added around the core 1967 building the lack of roof slope has created significant ponding issues with visible areas of damage and flashing separation. A roofing consultant recently completed an assessment of the roof systems and noted that all of the roofs with the exception of the 2004 addition require replacement. In addition, many portions of the 1967 building do not have overflow drainage which is likely a contributing factor to the roof collapse at the main entry to the building in 2014.

Mechanical / Plumbing

The school is heated and cooled by gas fired roof top units. For the most part the units are Dx cooled, gas heat, constant volume with economizer and powered exhaust. Central building automation and control is not functional and simple digital programmable thermostats control the units. With no ability to control the entire system it is very difficult to balance heat and ventilation throughout the facility. The 1996 gas fired units are well beyond their service life and entering a time period where replacement will be required due to the risk of cracked heat exchangers and the associated dangers of CO gas build-up. Ventilation is provided in some areas thru ductwork buried below slab serving linear baseboard grills where moisture and

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mold growth directly impact indoor air quality. While a test and balance retro-commissioning of the systems has not been completed due to the feasibility of such tests, it is highly unlikely that the code required air changes are being met thru this antiquated and worn out system. The plumbing systems within the building are adequate, though several bathrooms are in need of fixture replacement for ADA compliance. The backflow and service to the building has limited accessibility for service and monitoring, since it is currently housed in the casework in the Assistant Principals office.

Electrical

The existing electrical service is a mix between a new switchboard installed as part of the 2004 additions which feeds the existing switchboard that is original to the building. The electrical panelboards throughout the building are a combination of panels from the original 1967 construction, 1984 and 2004, and the majority of these panels are full with minimal to no capacity for additional overcurrent protection devices. The emergency egress lighting throughout the building is provided by battery units, and does not meet the minimum spacing for Code required egress illumination. Lighting is provided with fluorescent type fixtures (28 watt T8 lamps) with lighting levels noted as low throughout the building. Like most older schools there is inadequate power supply / distribution for today's high performing classrooms / technology needs. In order to upgrade lighting, power density, and mechanical systems a complete new electrical supply and distribution system is necessary. In a world where student access to instructional technology is a necessity, such limitations make it impossible to set up labs or even recharge Chromebooks to support one-to-one devices.

Technology

Because of the original date of construction there were no building provisions for technology equipment or infrastructure. The current MDF resides in an unventilated closet where service, security, and overheating are significant concerns. The limitations of the technology infrastructure not only impacts the learning environment, but the safety of the occupants with the inability to provide reliable emergency response notification, security camera coverage, and intrusion detection / monitoring in the case of an incident.

In summary, Weld RE-5J has a well used campus at Milliken Middle that has exceeded its originally expected service life, is undersized both in program area and site size to meet the capacity demands for the community it serves, has significant safety and security problems intrinsic to the design, and nrrd to be replaced.

Proposed Solution to Address the Deficiencies Stated Above:

Our solution is simple, replace Milliken Middle School with a new safe high performing facility that meets all current codes and has the space to deliver a quality education to our students for the next fifty plus years. After conducting several design charrettes with the Middle School team, the planning team has determined that renovations to bring the existing middle school up to code and within range of state educational standards would cost between 60% and 65% of the replacement value of the building (not considering the practical limitations of the current site). The district, taking into account the variety of options developed as part of a master planning process, as well as community input, has decided that building a new facility is in the best interest of the community and the wisest use of taxpayer funding.

Understanding the need to select a site that will adequately support the Middle School program now and for the foreseeable future, a task force was established to identify land for new school facilities. A 38 acre site was identified approximately ½ mile south of the current Middle School in an area of new residential growth. In negotiation with the landowner, we have secured an agreement for the land to be donated to the School District upon successful passage of a bond which includes the development of a Middle School program on the parcel. The site is large enough that we have been able to complete a site test fit study for the new 120,000 sf building on approximately 28 acres of the site dedicated to the Middle School and the remaining 10 acres for the future construction of a new District Maintenance and Transportation facility. The site is an area with new utilities and roadway improvements that are ideal for the construction of a community educational facility. Finally, the site it is located in an area where there are no active oil / gas wells within the required setback boundaries (a significant bonus in the Milliken area).

The new middle school facility will comply with all of the CDE School Facility Construction Guidelines. It will incorporate new

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building systems to alleviate the concerns involving roofing, structural problems, air quality, hazardous materials, congestion and crowding, fire safety, security and educational suitability. The school will serve approximately 900 students, comparable to the projected enrollment at Milliken Middle School when the new facility is scheduled to open, and will total about 120,000 gross square feet.

Campus Security:

The new site for Milliken Middle School allows for the separation of bus traffic from parent drop off from delivery traffic. The bus drop-off area will allow students access to the play areas and entry to the school without having to cross any other drives. The parent drop-off and parking area is at the main entry to the school.

The design of the school will follow safety and security principles that are outlined in the PASS guidelines as well as established best practices identified in CPTED workshops. This includes limiting the number of entries to the minimum required for code and building operation.

Controlled Visitor Entry:

The new school will include a secure entry vestibule that is adjacent to and controlled by the main office. The new school main office will have windows that face the drop off and entry, providing supervision of those approaching the school.

Wayfinding:

The new school will be organized to allow the academic area to be closed off from public areas of the building that may be used before and after school hours. The academic area will be organized as learning communities, utilizing colors and signage to help the wayfinding of students, staff, and visitors. Classrooms will be properly proportioned and shaped to maximize the usable area in each for educational purposes and flexibility.

Accessibility:

The new school will be full accessible, meeting all of the requirements and standards established in the Federal ADA guidelines and ANSI A117.1.

Access to Daylight:

The new school will maximize the use of natural daylighting in regularly occupied learning spaces, which include: classrooms, offices, specialty classrooms, dining commons, gymnasium, offices, and meeting spaces.

Building Envelope:

The building envelope of the new school will meet all of the building and energy code requirements related to the construction of the foundation, exterior walls, windows, and roof assembly. This includes continuity of the envelope barrier systems (thermal, air, and weather).

Kitchen:

The new school will include a new commercial kitchen sized to accommodate the current student capacity of the school and that includes all of the finishes and equipment that meet the requirements of the health department, the building code, the plumbing and mechanical codes.

In summary, a new campus and high performing facility to replace the (undersized, poorly designed, failing building systems, etc.) existing Milliken Middle School provides a solution to all of the facility issues for the foreseeable future.

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How Urgent is this Project?

The need was urgent last year when the issue was placed on the November 2019 ballot. While the urgency was recognized by the CCAB last year (thank you), we were unable to secure a majority of voters to support our comprehensive bond plan (short by 88 votes) and our facilities are one step closer to failure. Considering the condition of the existing life safety, security, mechanical systems, electrical systems, building envelope, and energy efficiency Milliken Middle has already past the threshold of failure.

The challenge before Weld Re-5J is how to accomplish this solution given the significant needs facing all of our facilities. As a District, 4 of our 5 facilities are over fifty years old with two buildings currently being recommended for complete replacement (Letford Elementary and Milliken Middle). Each of these four facilities have significant building code deficiencies, safety / security challenges, energy efficiency, health, building performance, and educational suitability problems that would make them worthy candidates for a BEST Grant. While we would like to focus our grant requests to a single campus, the need has become to great and this cycle we are submitting requests for BEST Grant support for both Milliken Middle and Letford Elementary School.

There is no denying, that like many school districts across the State, our needs for facility improvements are urgent. To move the necessary improvements from planning to execution we need approval and support. While we ask those things of the BEST program, we realize now more than ever, that we need the approval and support of our community first and foremost. Eighty eight votes short of approval on our November 2019 Bond was a punch to the gut. Adding another year to asking our students and staff to be in classrooms with leaking roofs, failing mechanical systems, and compromised safety is demoralizing after sharing the excitement and vision of what our facilities could and should be. What is urgent now is that we gain the approval and support of our community when we ask for YES votes on 5C in 2020. To gain that support we owe it to our students to pursue every option and tighten every budget, to ensure that success. The facilities plan being considered by the Board of Education will cut 10-15% from what was asked of taxpayers in 2019. With the continued support of the BEST program we hope to reduce the impact further. Weld Re-5J has found itself in a catch 22 that by trying to demonstrate fiscal restraint by not asking for a bond for over 17 years, our facilities have gone past the tipping point and we now must play catch up. Our Facilities and Master Planning work over the past year have driven that point home to our Board of Education and Administration.

The urgency to replace the Milliken Middle campus is focused on safety and being good stewards of the funds entrusted the District by the community. Weld RE-5J will be forced to invest money into the Milliken Middle School campus to address maintenance and safety issues which will not be recovered in a life cycle cost. The need is great across all of our facilities and to be investing in a facility that has no longterm value for our programs, and replacing Milliken Middle School cannot come soon enough. Weld Re-5J sincerely appreciates the recognition of need demonstrated to our community with the approval of the Letford ES BEST Grant in 2019, and asks that the urgent needs of our schools are recognized once again with approval and support for the replacement of Milliken Middle School this cycle.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The school district will budget funds each year into the capital reserve account to provide adequate reserves for supporting maintenance needs as well as creating a reserve for future roof replacements and contingencies. The capital renewal budget is established such that there will be an increasing level of contribution to the capital renewal budget as the facilities age. For example in the case of roof replacement based on a 15-year life expectancy, the capital renewal fund contribution schedules such that over the 15-year span sufficient dollars would be set aside to fund the roof replacement. As part of the maintenance of new and existing facilities, the District will:

1. Develop a facility maintenance plan for preventative maintenance. This will involve routine maintenance of the building from mechanical, to electrical, to caulking inspections, roof inspections, exterior wall inspections, inspections of interior walls,

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ceilings, floors, door/hardware inspections, testing of fire alarm and intercom systems, testing of fire suppression systems, etc. Periodic inspections will be performed and reports prepared at intervals appropriate to the facility component. Some, like mechanical, will require quarterly inspections and adjustments, and others like electrical switchgear would require bi-annual inspections.

2. The plan will also address routine inspection of alternative energy systems built into the building including periodic adjustments to control systems as required to optimize efficient performance.
3. Develop a painting program to repaint/touch-up the interior and exterior of the building on a ongoing, revolving basis.
4. Do infrared inspections of the building after it is completed and then annually to compare against the completed original structure to identify changes and maintenance needed.
5. Seek to develop staffing based on the International Facilities Management Association recommendations.
6. As part of the original construction, establish a scope and obtain bidding for the mechanical, electrical, and other appropriate sub-contractors to perform service contracts at regular intervals. We will identify District personnel at each campus with our Facilities Management team at Sodexo to oversee these contractors.
7. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.
8. Inspections would be established by a predetermined schedule and would be performed with the goal of establishing 5 year plans for maintenance and repairs. This would help establish budgets for the District well in advance of work occurring, resulting in a planned effort to replace/repair different items in the buildings rather than performing maintenance in a reactive mode.

In addition to the Facilities fund, the District maintains a reserve for facilities in the average of \$650,000. Recognizing the need for improvements in our facilities maintenance and the limitations of our resources, Weld RE-5J engaged Sodexo to assume the responsibilities for facilities maintenance in our District. By engaging a professional Facilities Manager to direct our maintenance operations we are expecting to receive significant benefits in our ability to maintain and plan for capital renewal needs. As part of our approximately \$1.7 million service contract funded thru our General Fund for maintenance in the form of salaries, benefits, maintenance supplies, and repair fees there is a specific allocation of \$850,000 for maintenance needs. Looking to the future, Sodexo's facilities assessment and planning services will help us to better plan for our capital renewal needs. To replace the new Middle School planned that would be funded by this 2020 grant at the end of its life-cycle, it is not practical for the District to save enough through capital reserve and general fund. Our solution for replacement would likely be a capital construction bond in approximately 70 years (in 2090?).

As a percentage of District student capacity, Milliken Middle School serves 20% of our student population. Using this percentage, it is appropriate to commit that \$340,000 thru General Fund a year will be allocated to the maintenance of a new Milliken Middle School with \$120,000 of those funds dedicated to facility repair. In addition, \$236,000 a year will be dedicated to capital renewal from the district level maintenance capital reserve (budget indicator 710), further described in our response to item Y of this grant.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Milliken Middle School is located at Irene Avenue and Elm Street on just under nine acres in Milliken, Colorado, and holds a unique place in the history of the town and Weld Re-5J. The school was originally constructed in 1967 adjacent to portions of the 1942 gymnasium that was part of the original Milliken High School complex. Competition, pride, and controversy surround the development of the school in 1915 and the site of the original Milliken High School. In 1910 when neighboring Johnstown built a new High School, Milliken quickly followed suit to build Milliken High School in 1915. Improvements to the original

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Milliken High School continued (along with the rivalry) with a gymnasium addition in the 1940's. Controversy came to town in the 1960's with the School Reorganization Act that marked the end of Johnstown and Milliken having separate High Schools. As part of the reorganization, and establishment of Weld Re-5J School District, a new High School was built in Johnstown (Roosevelt High School) and the Middle School was constructed in Milliken in 1967 to serve both communities. The controversy of demolishing the old High Schools is the foundation (literally and figuratively) on which Milliken Middle School was built. The Milliken Middle School construction on the site of the original Milliken High School was meant to be a compromise providing a new facility to both towns. As small town community rivalries go, Milliken Middle School has served as a reminder that Johnstown "got" the High School and athletics fields. Over the past five decades the Milliken Middle School has served the community well and been the melting pot for the District's three Elementary School students to come together as Weld Re-5J Mustangs before progressing to become Roughriders at Roosevelt High School. While the building has a long history of serving the community needs, the building condition and site constraints make it unsustainable for future generations. With projected growth and enrollment in the school district, we anticipate the day in the near future when Middle Schools are needed in both Johnstown and Milliken. In the meantime, with the current Milliken Middle School over capacity, constrained by a small campus, and encumbered with a building at the end of its serviceable life, now is the time to replace Milliken Middle School. As the long-term facility plan and vision has been developed over the past year, the opportunity to create a state of the art Middle School campus that supports CTE programs and provides a source of pride for the Milliken community has taken center stage. Our BEST grant for the replacement of Letford Elementary talked about the "much loved facility" in Johnstown. Those words are not a fair description for Milliken Middle School. A replacement for the "well used" Milliken Middle will create a source of pride and opportunity for the students and community where the controversy can be forgotten, and pride will take center stage in the future.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

No significant capital improvements have been made to Milliken Middle School within the last sixteen years (let alone three years) due to limitations in funding. Like most rural schools in Colorado, Weld RE-5J has been forced to operate in a "break fix model" for the last decade with the majority of any capital construction focused on additions to accommodate growth in student population.

A brief history of the campus is important to better understand why the campus has reached the end of its serviceable life. The Milliken Middle School was designed by Wheeler Lewis Architects in 1967 with the 1942 gym preserved at the center of the campus. Over the years, the program has expanded as the community and surrounding neighborhoods developed with no less than three significant additions, each bracketing the oldest portions of the building with minimal updates to the 1967 original building.

The original 1942 gymnasium is a holdover from the old Milliken High School campus, and is constructed from arched glue lam beams bearing on concrete pilasters that are incorporated into a post tension floor slab. Original construction documents for this area are not available and problems with moisture infiltration thru the concrete slab raise concerns about deterioration of the post tension reinforcement.

The 1967 building (Milliken MS) consists of a roof structure with plywood decking on open web joists with wood chords and pin-connected steel webs. The wood framing is supported by steel wide flange girders and multi-wythe masonry walls that serve as shear walls. Steel roof girders are supported by steel columns embedded in the masonry walls. The building is a single story structure with a concrete slab on grade and the foundation consists of grade beams and drilled piers. The foundation structure is in good condition with floor settlement and deflection in line with what would be expected of a 53 year old structure. The wood joist roof structure is a different story with deterioration from roof leaks and construction that resulted in a portion of the roof at the main entrance to the school collapsing under the weight of a snowstorm a few years ago. The section of failing roof was replaced, but the event raises significant structural concerns about the ability of the original structure to meet current codes as part of any renovation.

A Library Media Center was incorporated into the campus by infilling an existing courtyard in 1984. The infill was constructed with wood framing consisting of plywood decking, open web joists with wood chords and pin connected steel webs and glulam beams. In 1996, an addition was constructed on the north side of the building to support educational program expansions for Computer Sciences, Home Economics, and Art.

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The most significant updates came in 2004, when portions of the 1967 building were renovated and a classroom expansion was placed on the south side of the building and a cafeteria, kitchen, and gymnasium addition were constructed to the east. In 2017, the District completed a Facilities Master Plan which raised significant concerns about the long term-usefulness of the facility. In addition to the condition of the original structure, the constraints of the site and circulation make further investment in the campus unfeasible to support the projected 900 student Middle School needed.

A complete list of deficiencies is listed in our application and 2017 Facilities Master Plan.

After hosting numerous community engagement sessions, conducting surveys, commissioning demographic studies of enrollment, inviting public comment at School Board meetings, and developing an Educational Plan and Vision for our District, our community has determined that the best path forward is to replace Milliken Middle with a new high performing 6-8 Middle School on a new site and demolishing the old school.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Weld RE-5J submitted a Colorado Homeland Security School Security Disbursement Grant in January 2019 to help fund Districtwide improvements in access control, security cameras, door monitoring, intrusion detection, and emergency response communication. We were notified that we have been awarded partial funding (\$ 334,800) for improvements to Roosevelt High School and Milliken Middle School. Funds for Letford ES, Milliken ES, and Pioneer Ridge were not awarded due to demand and a lack of funding. Our District is also actively working with local businesses and developers to secure future school sites and establish Career Pathways programs with integration at all grade levels. For the replacement Letford ES project we have worked with the Town of Johnstown to have the land for the new Letford Elementary School site transferred to the District at no cost (estimated value of \$800,000). Similarly, we have secured 37 acres of land (at no cost) for the construction of a replacement campus for Milliken Middle School (estimated value of \$1,600,000). We are actively pursuing other grants in cooperation with the local municipalities for playground improvements and Safe Routes to Schools development. As a portion of 2020 Bond election we are also targeting Districtwide Energy Performance upgrades to improve classroom lighting efficiency and effectiveness with new LED dimmable classroom lighting. We calculate a three year payback for the electrical and building automation upgrades in addition to energy rebates estimated at \$150,000. A large portion of Weld RE-5J's assessed value is built on residential property values with median home prices below our neighbors. As such, we understand the burden and difficulty the local community will have supporting a General Obligation Bond tax increase and are committed to leveraging the communities support for our District with additional grants and partnerships.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The Weld RE-5J School District consists of five (5) school campuses (serving just over 3,800 students), a District Office, and Maintenance / Transportation facility. We also have a K-8 Charter School that manages and maintains its own facility. Weld RE-5J School's capital renewal budget allocation for the past five fiscal years for building facilities, equipment, and fixtures were as follows:

2014-15 = \$1,028,234

2015-16 = \$1,345,023

2016-17 = \$ 489,948 (Bus purchases were made this year)

2017-18 = \$ 564,792

2018-19 = \$1,180,360 (includes costs for a modular at RHS at \$434,195)

Because Milliken Middle School serves about 20% of our student population on any given year, it is safe to say at least \$236,000 of the current \$1,180,000 budget is available for building improvements at Letford ES on an annual basis. This amounts to roughly \$290 per student.

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If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

In an audit of our utility costs for the past year, Weld Re5J currently spends \$111,444 for water/sewer (Town of Milliken), gas (Center Point Energy), electric (Xcel) at Milliken Middle School. We have excluded costs for telecom / internet since they are District-wide expenses and we do not expect any significant cost reductions with the building of a new school. Using the combined total utility costs and our current building square footage (89,400) Milliken Middle currently costs approx. \$ 1.24 / sf for service. With a new high performing facility, after consultation with our project team, we would expect the utility costs to run approximately \$0.93 / sf with a reduction in our utility costs by over a quarter. Given that the program for the new Middle School is approximately 30,000 sf larger to support the added programs and capacity, we are currently estimating that our utility costs for operating the replacement Middle School will be comparable to our current operating budget for a much smaller inefficient building. We would also plan to pursue the one time energy rebates from the local utility providers for the efficiency upgrades moving to a new facility. Those savings will be reinvested into the District's capital renewal budgets creating additional savings and improvements going forward.

Current Grant Request:	\$16,402,157.24	CDE Minimum Match %:	72
Current Applicant Match:	\$42,176,975.76	Actual Match % Provided:	72
Current Project Request:	\$58,579,133.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	The Weld RE-5J School District intends to place a ballot issue to approve a General Obligation Bond for capital construction in November 2020. The Bond question anticipates the 1) additions and renovation to Roosevelt High School, 2) renovation of Milliken Elementary, 3) renovation to Pioneer Ridge ES, 4) Districtwide Safety and Security Upgrades, 5) Districtwide Energy Efficiency Upgrades, 6) matching funds to support a BEST Grant for the replacement of Milliken Middle School, and 7) Matching funds to support a BEST Grant for the replacement of Letford Elementary School. The BOE will determine the final Bond scope the summer of 2020, but the support of BEST to replace the failing Milliken Middle School facility will significantly help the District gather support from the community and improve Weld RE-5J's facility conditions as a whole.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$58,579,133.00	Escalation %:	3
Affected Sq Ft:	120,000	Construction Contingency %:	3
Affected Pupils:	814	Owner Contingency %:	5
Cost Per Sq Ft:	\$488.16	Historical Register?	No
Soft Costs Per Sq Ft:	\$72.16	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$416.00	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$71,965	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	147	Who owns the Facility?	District
If owned by a third party, explanation of ownership:	N/A		

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If match is financed, explanation of financing terms:

We are not financing our match for this grant.

Financial Data (School District Applicants)

District FTE Count:	3,775	Bonded Debt Approved:	
Assessed Valuation:	\$945,879,139	Year(s) Bond Approved:	
PPAV:	\$250,564	Bonded Debt Failed:	\$139,900,000
Unreserved Gen Fund 18-19:	\$2,965,959	Year(s) Bond Failed:	19
Median Household Income:	\$84,450	Outstanding Bonded Debt:	\$7,980,000
Free Reduced Lunch %:	33.8	Total Bond Capacity:	\$189,175,828
Existing Bond Mill Levy:	4.8	Bond Capacity Remaining:	\$181,195,828
3yr Avg OMFAC/Pupil:	\$1,175.91		

● **Facilities Impacted by this Grant Application** ●

WINDSOR RE-4 - Windsor MS Addition/Renovation - Windsor MS - 1927

District:	Auditor - Windsor RE-4
School Name:	Windsor MS
Address:	900 Main Street
City:	Windsor
Gross Area (SF):	123,900
Number of Buildings:	5
Replacement Value:	\$33,669,167
Condition Budget:	\$9,954,565
Total FCI:	0.30
Adequacy Index:	0.13



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$6,112,107	\$157,194	0.03
Equipment and Furnishings	\$730,247	\$178,243	0.24
Exterior Enclosure	\$3,390,199	\$1,572,209	0.46
Fire Protection	\$575,891	\$416,399	0.72
Furnishings	\$557,929	\$0	0.00
HVAC System	\$8,016,011	\$5,347,665	0.67
Interior Construction and Conveyance	\$5,553,022	\$1,503,663	0.27
Plumbing System	\$1,746,471	\$144,588	0.08
Site	\$1,780,884	\$984,684	0.55
Special Construction	\$553,304	\$0	0.00
Structure	\$4,653,101	\$66,319	0.01
Overall - Total	\$33,669,167	\$10,370,964	0.31

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Applicant Name: WINDSOR RE-4

County: Weld

Project Title: Windsor MS Addition/Renovation

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

Weld RE-4 School District is located in western Weld County and serves the communities of Windsor, Severance, and North West Greeley.

Our school district serves approximately 7,300 students in eight traditional schools and two charter schools. We are a rapidly growing school district as we grew by nearly 9% for the 2019-20 school year. Demographically of all students, 16% receive free or reduced lunch, 2.5% are English Language Learners, 8% are on Individualized Education Plans, and 6% are designated as Gifted and Talented Learners.

As a growing district we have been master planning for years by guidance by the following committees - Long Range Facility Planning, Building Vision Committee, and Design Advisory Committees. Each committee presents recommendations to the School Board to consider while moving forward. The goal of the school district, as growth continues, is to develop a feeder system of three elementary schools to one middle school to one high school. Each elementary is planned for a capacity of 450 students. Middle Schools are planned and designed to accommodate 900 students. High Schools are planned and designed at a capacity of 1,200 students. This school year (2019-20) Severance High School was opened, this is the second high school for the district.

Not only has the district engaged community stakeholders through committee work, but we have also engaged numerous partners throughout the ongoing process. The district has been supported by an owner's representative to help in every stage of growth and planning for over 20 years. In preparation for this bond and stage of the master plan the district has collaboratively worked with an architectural team and a Construction Manager/General Contractor. The district and partners have frequently met to evaluate the needs of the district as a whole and to develop a budget moving forward.

One aspect in moving forward with a Master Plan was engaging the facility assessors from CDE. As the facility assessors assessed each building reports were provided that the district and partners utilized to evaluate next steps and needs for each facility.

The state of the facilities across the district are vital as we strive to inspire innovation and empower success for every student in every classroom, through our comprehensive academic programs as well as International Baccalaureate, project-based learning, and STEM options.

Today, our approach to learning in Weld RE-4 is evolving to better position our students for college admissions and academic and athletic scholarships and, beyond that, to prepare them for the demands of a modern workforce and ever-evolving society. We focus on learning activities that are meaningful and relevant to individual learners—activities driven by their needs and interests. In classrooms across the district, strong routines and expectations are beginning to empower learners to

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initiate their own learning with support and guidance from educators, as well as local and national experts in the field.

Weld RE-4 educators are designing lessons that are aligned with the Colorado State Standards, but these lessons unfold uniquely in each classroom as individual learners have input into how they learn and how they demonstrate their learning. When learners make decisions and have input into how they learn, it triggers their investment, interest, and motivation. Ultimately, we endeavour to take our learners on an adventure-filled journey, down paths less-traveled, where they are inspired by what they find around every corner. An approach that will awaken important qualities in Weld RE-4 learners, including confidence, curiosity, creative problem-solving, and the ability to embrace ambiguity—qualities that will empower their success beyond Weld RE-4, in college and in their careers.

Deficiencies Associated with this Project:

Windsor Middle School is the oldest school building in the Weld RE-4 School District. Originally the current Windsor Middle School building was constructed as the original town high school in 1927. WMS has been pieced together over 6 additions and renovations and therefore has many deficiencies due to the variety of construction projects and age of the building.

1927 Section

The oldest portion of the building, originally built in 1927, is no longer safe and usable for students or staff. This portion of the building has original wooden duct work which is inoperable. There are numerous points of moisture intrusion which has left long term damage that is costly to repair and make it unsuitable as an educational space. As this portion of the building is unusable and not safe it significantly impacts the site as a whole. The fact that this portion takes up a chunk of space it limits any site work to improve safe access for students.

For a time the Fire District utilized the 1927 portion of the building for training. However, now due to the roof, they will no longer enter this portion of the building nor use it for any type of training.

The fact that this portion of the building is no longer usable also impacts overcrowding at the school. As the District continues to grow, this is wasted space that impacts our capacity of the building. The current usable portion of the building has a capacity of 700 students. Our current enrollment is 740 students, therefore the building is at 105.7% capacity. Projections for the 2020-21 school year put facility usage at WMS at 110.2% and 2021-22 at 120.4%. The inability to utilize the space in this section creates a massive space and overcrowding problem.

Site and Layout

As the building has been pieced together through the years this has created an unsafe environment for students in a multitude of ways. The building is put together in 'levels' which are not uniform and provide a variety of different stairways that are unsafe and crowded. Additionally, the site itself has become crowded which has provided challenging and unsafe for students during the morning drop-off and afternoon pick-up. The school is located directly on Colorado Highway 392 (Main St in Windsor) and students dangerously dart in and out of cars to get to and leave the building. The space constraints posed by the inefficient use of the lot have created this dangerous situation.

Due to the numerous additions to the building there is some confusion as to where the entrance is which creates a safety concern. As the building sits on Main St there was at one time a main entrance utilized which has a large bank of glass doors. These doors are now locked at all times, however, it presents an unsafe sight line right along Main St. At times individuals even will approach the school thinking it is the main entrance.

The layout of the various additions also produce an unsafe environment due to sight lines and supervision. As there are many levels that go up or down a short flight of stairs, these are not uniform in nature. The various levels and many turns provide a non-linear sight line which makes it difficult to provide consistent supervision.

The layout of the building as added and renovated over time is not ADA compatible as defined by today's terms.

Roof

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Sections of the roof, not only in the 1927 section, have leaks which disrupt learning. This disruption occurs during an active leak situation as well as aesthetically by staining and damaging ceiling tiles routinely. This stain and damage create a less than ideal learning environment and puts a strain on the maintenance department to keep up with on a continual basis.

The roofing is currently consists of:

1927 Bitumen Roofing

1965 Rock Ballasted Rubber Membrane

1969 Rock Ballasted Rubber Membrane

1997 Rock Ballasted Rubber Membrane

1997 Rubberized Spray Roofing over Rubber Membrane

2018 Fully Adhered Rubber Membrane

Sewer

Throughout the WMS building there are sewer issues which provide to a less than ideal educational setting. There are sewer leaks in the waste piping in the boys and girls restrooms over the basement. Another sewer line has a 25' belly in the line which creates an unsafe and uncomfortable odor throughout the building which disrupts learning. There are visual sewer leaks in the piping in the storage below the building.

Learning Spaces

Learning spaces that have been added and renovated over time are not suitable educational spaces. Many learning spaces have a low roof with no natural daylighting. This dark environment is less than ideal for an environment conducive to learning. These spaces are configured in an awkward way and also make way finding difficult.

Asbestos

Asbestos is present in various portions of the building. Within the 1927 section friable asbestos is present in the ductwork, boiler and ceiling tile. The 1960's portion of the building contains friable block filler. Estimated costs to remove the friable asbestos is approximately \$1,129,339.20.

Proposed Solution to Address the Deficiencies Stated Above:

Through work with the Design Advisory Committee the recommended solution to address the safety issues at Windsor Middle School is to remodel and renovate portions of Windsor Middle School. This remodel and renovation will remove the multiple layers and systems that are not usable, safe, or efficient.

During the design process the community was engaged through Windsor Middle School specific community meetings that shared the work of the Design Advisory Committee and sought feedback before moving forward. Both the Design Advisory Committee and the community present at community meetings agreed this was the best solution. Other solutions that were explored included scrapping the whole building and building an entire new school or keep a greater portion of the building simply replace a smaller portion of the building.

Moving forward with support in keeping the 1996 section of the building, replacing and housing all of the classrooms on the south side of the building and putting the exploratory areas on the north side of the building is the best option to create the safest learning environments for middle school students in Windsor. This renovation/addition would also replace the current

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failing mechanical and sewer systems with more efficient, working systems throughout the whole building.

The completed project would be a total of 145,000 square feet which includes utilization of existing and new space. This project will address all of the deficiencies across the building and provide optimal learning spaces for all students in the safest environments possible. Perhaps best of all, the plan maximizes use of the limited site space and provides safe entry and exit points.

How Urgent is this Project?

Due to the combination of the deteriorating systems and building and the unprecedented growth within the Weld RE-4 boundaries, it is imperative that this space be reclaimed and made suitable for educational learning as soon as possible. The footprint of the building has taken all available space even though a large portion is unusable. In order to provide the a safe, suitable environment for all students the District cannot wait any longer to remedy the situation at Windsor Middle School.

The District has utilized multiple committees including a Vision Committee, Design Advisory Committee, and Long Range Facility Planning Committee, to vet a Master Plan. A key component of the Master Plan is the renovation/addition to Windsor Middle School, however, that is only one portion of an overall Master Plan to meet the needs across the District. Additionally, the District is pursuing and planning for two new elementary schools and expanding Severance Middle School to accommodate up to 900 students.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Weld RE-4 School District will continue to budget funds each year into the capital reserve account to provide adequate funds for supporting maintenance needs. The District currently allocates a per pupil amount of \$280 annually to the capital reserve account. These funds are used to address capital needs as determined by a Capital Reserve committee. The Capital Reserve committee reviews the capital needs throughout the District and determines those that are a priority based on safety, security, and educational impact.

The District also allocates a Funded Per Pupil amount to the Maintenance Department to utilize to address the maintenance needs across the District and maintain the facilities to be as conducive for educational learning as possible.

Once the Windsor Middle School project is completed all of the new systems and building components will be entered into the District database. This database is where the District keeps track of all maintenance on systems throughout the District.

The Maintenance Department will:

- Develop a facility maintenance plan for preventative maintenance for the project. This will include routine maintenance across the building including electrical, mechanical, roof inspections, door/hardware inspections, intercom systems, and testing of fire alarms.

- Develop a painting program that will touch-up/repaint interior and exterior of the building

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Windsor Middle School was originally built as a new high school in 1927 and is located directly on the heart of Main Street in Windsor. This school building has always been the central focus of the community and provided a central location for community use and gatherings. The original portion of the building contains an auditorium that was used for many local and regional, both educational and community, functions throughout the years due to its prime location.

However, in 2012 the original 1927 portion of the building was no longer a safe environment for daily use. This section continued to have multiple costly maintenance issues including heating/cooling, roof leaks, etc. These repairs were eventually

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determined to be too costly to maintain on a daily basis and this portion of the school was locked and no longer accessible for student use. Through eliminating this portion of the building, many classrooms were no longer available and is causing stress on a continually growing community with astronomical rising student numbers.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Since 1927 there have been multiple improvements, additions, and renovations to the building. The first addition was in 1949. This 1949 addition was on the west side of the original structure and included multiple classrooms to accommodate for the growing community.

In 1965 a much larger addition was added to the building attached to the 1949 addition on the west side of the building. Due to the growing communities in which the school district served 10 classrooms were added as well as a library and restroom facilities.

A minor addition was added to the original building, this time on the north side in 1969.

In 1983 there was a focus on providing additional space on the south side of the building right along Main Street. This addition focused on creating a new entrance to the building and adding 8 classrooms.

1997 saw a great amount of work done to the building which included both renovating and additions. The renovations were particularly on the Main Street facing side of the building. These renovations modernized the classrooms for student learning. The complete north side of the building saw a great deal of additions. These additions included the administration office suite, a full size gym, a cafeteria, ten classrooms including a music room, and other learning spaces.

Recently through a 2016 bond, safety, maintenance, and outdated issues were addressed. As part of this project a secure entry was added to the building. Maintenance issues addressed included sewer issues, mechanical, drainage issues in the parking lot, electrical, and fire alarm. Outdated areas that were addressed included new paint and carpet in hallways and new LED lighting in classrooms and hallways. This updating provided a fresh look as well as savings in energy costs.

Throughout the additions and renovations since 1927 each time it is like building a puzzle piece to fit what is currently existing. Due to this method and planning there are multiple levels in the school which make it difficult for students, staff, and parents to navigate. This difficulty in navigation includes going up and down different numbers of stairs in different locations which would be an imminent safety issue in the case of an emergency and/or evacuation.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Annually the Weld RE-4 School District disperses funds through a Capital Reserve process and this has allowed for upkeep of the building. In 2016 a bond was passed which allowed for new carpets and painting to take place in the building. The 2016 bond also provided a secure entry for the building, which would be maintained through this renovation.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Weld RE-4 School District is comprised of nine separate school campuses serving approximately 6080 students, a District Office, Maintenance Operations facility, and a Transportation Center. The District also incorporates Windsor Charter Academy which is a three different schools, elementary, middle and high, that maintains its own facility. The Weld RE-4 capital renewal budget and maintenance department budget allocations for the past five years for facilities, equipment, and fixtures were:

2015-16 = \$771,788

2016-17 = \$834,899

2017-18 = \$944,874

2018-19 = \$1,306,297

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2019-20 = \$1,290,960

Windsor Middle School currently serves approximately 12% of the District population which means of the budgeted amount, approximately \$158,081 is available for improvements, repairs, etc at Windsor Middle School Annually. This equates to \$212 per student.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Current annual operational costs of Windsor Middle School are \$71,316, this does not count for labor or utilities. This is the cost to maintain the current systems within the building. We anticipate through more efficient systems this total to decrease due to less maintenance needs.

Current Grant Request:	\$9,883,660.44	CDE Minimum Match %:	75
Current Applicant Match:	\$40,801,777.69	Actual Match % Provided:	80.5
Current Project Request:	\$50,685,438.13	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	The Weld RE-4 School District intends to place a ballot issue to approve a General Obligation Bond for capital construction in November 2020. The Bond question anticipates the following: Renovation of Windsor Middle School, Addition/Renovation of Severance Middle School; construction of two new elementary schools; However, the official determination and language of the Bond will be determined by the School Board in August 2020.	
Total of All Phases:	\$50,685,438.13	Escalation %:	5
Affected Sq Ft:	103,036	Construction Contingency %:	5
Affected Pupils:	733	Owner Contingency %:	3
Cost Per Sq Ft:	\$491.92	Historical Register?	No
Soft Costs Per Sq Ft:	\$56.50	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$435.42	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$69,148	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	174	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	7,113	Bonded Debt Approved:	\$104,800,000
Assessed Valuation:	\$1,444,578,540	Year(s) Bond Approved:	16
PPAV:	\$203,090	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$9,889,725	Year(s) Bond Failed:	
Median Household Income:	\$90,865	Outstanding Bonded Debt:	\$126,415,000

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Free Reduced Lunch %:	16.3	Total Bond Capacity:	\$288,915,708
Existing Bond Mill Levy:	11.432	Bond Capacity Remaining:	\$162,500,708
3yr Avg OMFAC/Pupil:	\$7,176.16		

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - Florida Mesa ES Replacement - Florida Mesa ES - 1959

District:	Auditor - Durango 9-R
School Name:	Florida Mesa ES
Address:	216 HIGHWAY 172
City:	DURANGO
Gross Area (SF):	61,000
Number of Buildings:	1
Replacement Value:	\$20,313,242
Condition Budget:	\$9,567,471
Total FCI:	0.47
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,253,100	\$1,643,436	0.73
Equipment and Furnishings	\$539,537	\$347,641	0.64
Exterior Enclosure	\$2,933,858	\$1,278,852	0.44
Fire Protection	\$592,228	\$12,935	0.02
HVAC System	\$2,823,344	\$1,477,494	0.52
Interior Construction and Conveyance	\$4,628,589	\$3,075,361	0.66
Plumbing System	\$1,041,369	\$608,326	0.58
Site	\$3,167,636	\$1,096,148	0.35
Structure	\$2,333,581	\$27,280	0.01
Overall - Total	\$20,313,242	\$9,567,473	0.47

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: La Plata

Project Title: Florida Mesa ES Replacement

Applicant Previous BEST Grant(s): 7

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

If Yes, please explain why: n/a

Project Type:

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

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

Durango 9-R School District is a high-performing district serving about 4733 students in Durango, Colorado and surrounding La Plata County. The district includes seven elementary schools, two middle schools, and one high school. The newest facility was completed in 2004; the oldest school was originally built in 1951. Although there have been steady maintenance projects and security improvements to the district schools, the last major effort involving a district bond with facility upgrades was completed in 2004. District 9-R encompasses the city of Durango and surrounding LaPlata County in southwest Colorado. The district serves a diverse population of students. The school district provides over 31% of its students with free or reduced lunch.

Florida Mesa Elementary School has been recognized as having some of the most significant and pressing health and safety needs in the district, so the district has elected to pursue grant funding for its replacement. The Florida Mesa Elementary School facility was originally built in 1959 to be used as an elementary school and continues in the same function. There have been various renovations that have converted some spaces, but the main areas still correspond to their original use. The single story school has had some renovations and additions to the North and South Gym Wing of the original structure. The main building is a steel frame structure with metal roof deck on steel joists. Exterior cladding is a combination of brick veneer, CMU, metal panel, and stucco. The latest revised CDE Statewide Facility Assessment assigned an FCI score of 34.92% to Florida Mesa Elementary School and a CFI score of 44.6%, but recent developments have led to a more urgent need to resolve some health and safety issues inherent to the school.

B.E.S.T. grant funding would be specifically directed towards improved safety and better educational environments in a new facility for students. Technology will be fully integrated into the school. Adequately-sized and usable classrooms, sustainable facilities and a code-compliant building will be best achieved through the construction of a new facility. The new school would target LEED-Gold certification and would save on energy, operating, and maintenance costs over those at the current facility. The school will be built at a new site already reserved for a district school in a development centered on the community's anticipated population growth. The elementary school project could become the first component of a master planned educational campus site that could accommodate an additional school.

Deficiencies Associated with this Project:

SCHOOL SITE LOCATION

Florida Mesa Elementary is located on a long and narrow 14.5-acre site adjacent to Colorado State Highway 172. The main entry of the school is situated a mere 218 feet west of the highway. All school traffic turns on and off of the highway without traffic signals. Despite a school zone being in place, highway traffic travelling between Durango and the nearby Durango-La Plata County Airport often fails to slow or acknowledge the school zone in time. Additionally, there have been two traffic accidents near the school in recent years involving school buses stopping on Highway 172. The school is also located within

BEST FY2020-21 GRANT APPLICATION SUMMARIES

1500 feet of U.S. Highway 160 to the north, adding to the traffic concerns at the site. Florida Mesa is on the outskirts of Durango development, meaning that municipal water is not available at the school. The on-site well water treatment systems are beginning to fail and require complete replacement. The fire sprinklers are served by underground holding tanks.

HAZARDOUS MATERIALS

The CDPHE has alerted the district to the fact that there were mine tailings used in the construction of Florida Mesa Elementary. There is a concern that, although mitigation projects were completed in the 1980's, the final testing showed that there still remain a few areas with elevated gamma radiation inside the building.

Friable asbestos-containing pipe insulation is present in the mechanical crawl spaces of the building and remains a health hazard for students

UTILITIES

There is no municipal water available on this school site. Domestic water is provided by two on-site wells which contain flouride. The well water softening, reverse osmosis, chlorine and soda ash treatments to meet potable water requirements. The on-site potable water treatment system needs to be completely replaced.

The sprinkler system is served by an underground holding tank with pump and generator backup. The holding tank or piping to the building has a slow leak, so the tanks require regular inspections and topping off.

ROOF AND ROOF STRUCTURE

The roof at FMES is a single-ply membrane. At older sections of the building, the roof membrane needs to be replaced.

Overhead clearance in the original portion of the school is limited in many locations, making it difficult to modernize with HVAC systems or technology.

FIRE SAFETY

The building is constructed of non-combustible materials including mainly concrete, concrete masonry units, brick and steel. The building has a fire sprinkler system served by an underground holding tank as the site does not have municipal water.

The 2004 Simplex non-voice fire alarm is at or past useful life expectancy and does not meet current code. The system needs to be replaced with a voice evacuation fire alarm system.

SAFETY & SECURITY

There are 17 separate exterior entry doors distributed around the perimeter of the school building, making the supervision and control of visitors and students coming and going somewhat difficult.

There are numerous additional deficiencies with regard to the building and site security. Due to the building layout, the main office of the school is somewhat tucked back and has limited line-of-site to the parking lot and to those approaching the main entry.

Several of the classrooms have exterior doors, which are subject to being propped open due to limited cooling in the facility and become a security risk.

The main entry doors are not protected from forced vehicle entry by bollards or other protection.

Areas of the school's roof parapets are little more than 10 feet above grade, and this height makes it somewhat easy for

BEST FY2020-21 GRANT APPLICATION SUMMARIES

intruders to access the roof. There has been vandalism on the roof in the past year including destruction of roof drain grates and theft of school sign letters.

The building layout is extremely long and linear, making it difficult to supervise and inefficient for travel between classes and electives such as music.

ELECTRICAL

The building service has minimal remaining capacity. There is room for small amounts of additional loads at the panels. Any further additions to the building would likely require an electrical service upgrade. Some electrical panels are in non-compliant areas, such as restrooms.

SCHOOL SITE

Although the parent and bus drop-off lanes are fully separated, there is no separated delivery / service entrance. The north paved area is used as a bus drop-off loop.

There is not sufficient drainage on the east side of the school and stormwater ponds up next to the building.

Proposed Solution to Address the Deficiencies Stated Above:

The planning team has determined that many of the concerns with the safety conditions at the current school are insurmountable simply due to the school's site location. It's adjacency to the highway cannot be corrected; the lack of municipal supply for domestic water is beyond the control of the school district. The nearby Three Springs development is central to the area of students currently served by Florida Mesa elementary school and has municipal utilities. The development has reserved a parcel for the school district which would be an ideal opportunity to replace the existing Florida Mesa in a much more suitable location, near growing family neighborhoods and with opportunities for walkability rather than highway traffic.

The district, taking into account the variety of options developed as part of a master planning process, as well as community input, has decided that building a new facility is in the best interest of the community and the wisest use of taxpayer funding.

The new school facility will comply with CDE School Facility Construction Guidelines. It will incorporate new building systems to alleviate the concerns involving roofing, structural problems, air quality, hazardous materials, congestion and crowding, fire safety, security and educational suitability. The school will serve approximately 750 students, and total about 65,000 gross square feet.

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 the district as it prepares to implement similar sustainable strategies for other schools in the district Master Plan.

The new school will be constructed of a 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, sufficient acoustical separation, and beneficial indoor air quality for a learning environment.

The new facility will be fully ADA accessible.

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.

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.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

How Urgent is this Project?

SCHOOL SITE LOCATION

Traffic near this intersection of 2 Durango-area highways will only continue to increase as the City development expands and the airport sees more visitors. It would seem that more accidents are only a matter of time. The opportunity to replace this school on a more appropriate site in a developed community is contingent upon receiving aid at this point from grant funding.

HAZARDOUS MATERIALS

The recent reports of areas with possible elevated gamma radiation makes it highly advisable for the district to relocate students to another school site. In combination with the presence of other hazardous materials aside from tailings, the situation is urgent.

UTILITIES

The availability of a more healthy, reliable source of domestic water cannot be predicted; however the reliance on well water for school services as well as fire safety remains an area of concern. Urgency is relatively low but the ongoing maintenance needs for fire sprinklers and water treatment are excessive.

ROOF

The urgency of the roofing deficiency is high and should be corrected immediately, due to potential further damage to the structure from water infiltration and impacts on indoor air quality.

FIRE SAFETY

The urgency for correction is medium and should be remedied within 5 years. The importance factor is high with regards to life safety.

SAFETY & SECURITY

The poor entry control, difficult supervision, and numerous exterior doors lead to a risk of security issues or intruders in the school. The urgency is medium and should be corrected within three to five years. The importance factor is high with regards to life safety.

ELECTRICAL

Specific hazards such as electrical panels located in restrooms are urgent safety concerns and should be addressed immediately. Correcting the overall building electrical system is of low urgency.

SCHOOL SITE

Various on-site drainage issues near the building in combination with congested traffic flow make the school's on-site conditions a concern. The service / delivery route and bus drop-off are in a similar location and share a path, a situation that should be improved with a new facility. Exterior doors from the classroom area lead directly to the service drive and are a tempting shortcut for classes to take on the way to the outdoor play areas. The urgency of these issues is moderate and should be corrected within three to five years.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

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

For the fiscal year 2019/2020 we have worked with a capital renewal budget of 1.1 million dollars. Enrollment in all of our school buildings is 4733, which is an expenditure of \$232.41 per pupil district wide. There is currently a \$495,863 balance in our Capital Project Fund.

Approximately \$1,423,700 is spent annually for maintenance services, equipment and parts for our buildings and includes the labor of our maintenance crew. The Durango School District expects to see savings from having new, more efficient systems and infrastructure, and plans to use that savings to insure the sustainability of funds for preventive maintenance planning. Approximately \$518,650 annually is projected to be needed for continued maintenance of our school facility systems and grounds (excluding labor), and will be reflected in our maintenance department budget. Our maintenance department uses a computerized preventative maintenance program to schedule work orders at the intervals suggested by the manufacturer of the building components.

When the project is completed the district will continue to hold a minimum of 15 percent of total budget in the General Reserve Fund for any possible emergency infrastructure needs for the facilities proposed. This reserve fund balance is a requirement by our School Board. The district will continue to spend a minimum of 1 million dollars per year on renewal of facilities systems.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility was originally constructed as a public elementary school for the Durango 9-R School District.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In the last three years there has been a partial roofing replacement, a fire pump generator installation, and new playground equipment installation. We have also upgraded a water softener and charcoal filter on our well-water treatment plant. We replaced a domestic hot water heater for the kitchen this past Fall.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District is pursuing multiple options for selling its downtown Administration building, which as part of the Master Plan, could contribute to funding district facility improvements. A School Security grant has been awarded to the District for secure vestibule improvements at separate district schools. The parcel for the replacement school is being provided by the community developer, and the district is investigating options for sharing the expense of extending off-site improvements to the new site.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

For the fiscal year 2019/2020 we have worked with a capital renewal budget of 1.1 million dollars. Enrollment in all of our school buildings is 4733, which is an expenditure of \$232.41 per pupil. Florida Mesa Elementary enrollment is 296 FTE which equals a yearly budget of 68,793.36 for that school.

In addition, approximately \$518,650 is spent annually for maintenance services, equipment and parts for our buildings. This figure does not include the labor of our maintenance crew but it does include the cost of filters, valves, blowers and motors, etc. Florida Mesa Elementary is one of our oldest schools, so this building is using more than it's fair share of this budget. The Durango School District expects to see savings from having new, more efficient systems and infrastructure, and plans to use that savings to insure the sustainability of funds for preventive maintenance planning. Approximately \$518,650 annually is projected to be needed for continued maintenance of our school facility systems and grounds, and will be reflected in our maintenance department budget.

In addition to the General Fund expenditures, the district has also spent over 3 million dollars on district facilities in the past three years out of Capital Reserve Funds. We generally spend this balance down every year on capital renewal projects. When this project is completed the district will continue to transfer a minimum of 1 million dollars of the General Fund annually for

BEST FY2020-21 GRANT APPLICATION SUMMARIES

the continued preventative maintenance of systems and infrastructure for the facilities proposed.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

n/a

Current Grant Request:	\$6,837,854.16	CDE Minimum Match %:	76
Current Applicant Match:	\$21,653,204.82	Actual Match % Provided:	76
Current Project Request:	\$28,491,058.98	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2020 Bond Election	
Total of All Phases:	\$28,491,058.98	Escalation %:	6
Affected Sq Ft:	49,795	Construction Contingency %:	5
Affected Pupils:	296	Owner Contingency %:	10
Cost Per Sq Ft:	\$572.17	Historical Register?	No
Soft Costs Per Sq Ft:	\$89.14	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$483.03	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$96,254	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	168	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
n/a			

Financial Data (School District Applicants)

District FTE Count:	4,537	Bonded Debt Approved:	
Assessed Valuation:	\$1,364,014,108	Year(s) Bond Approved:	
PPAV:	\$300,642	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,424,137	Year(s) Bond Failed:	
Median Household Income:	\$67,526	Outstanding Bonded Debt:	\$35,005,000
Free Reduced Lunch %:	27	Total Bond Capacity:	\$272,802,822
Existing Bond Mill Levy:	5.776	Bond Capacity Remaining:	\$237,797,822
3yr Avg OMFAC/Pupil:	\$2,407.18		

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - Safety and Security Upgrades District wide - Fort Lewis Mesa ES -1961

District:	Auditor - Durango 9-R
School Name:	Fort Lewis Mesa ES
Address:	11274 Highway 140
City:	Hesperus
Gross Area (SF):	53,000
Number of Buildings:	1
Replacement Value:	\$15,446,749
Condition Budget:	\$7,828,352
Total FCI:	0.51
Adequacy Index:	0.26



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,074,817	\$1,389,876	0.67
Equipment and Furnishings	\$766,771	\$522,573	0.68
Exterior Enclosure	\$2,720,601	\$1,147,429	0.42
Fire Protection	\$515,916	\$12,935	0.03
Furnishings	\$127,269	\$159,086	1.25
HVAC System	\$1,663,568	\$1,412,293	0.85
Interior Construction and Conveyance	\$3,032,666	\$2,030,038	0.67
Plumbing System	\$796,030	\$454,136	0.57
Site	\$1,961,630	\$699,990	0.36
Structure	\$1,787,483	\$0	0.00
Overall - Total	\$15,446,749	\$7,828,356	0.51

DURANGO 9-R - Safety and Security Upgrades District wide - Needham ES - 1951

District:	Auditor - Durango 9-R
School Name:	Needham ES
Address:	2425 West 3rd Street
City:	Durango
Gross Area (SF):	70,815
Number of Buildings:	1
Replacement Value:	\$26,709,165
Condition Budget:	\$16,990,746
Total FCI:	0.64
Adequacy Index:	0.18



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,395,892	\$2,769,114	1.16
Equipment and Furnishings	\$1,135,027	\$1,120,837	0.99
Exterior Enclosure	\$5,130,292	\$1,596,075	0.31
Fire Protection	\$629,761	\$12,935	0.02
Furnishings	\$17,858	\$4,464	0.25
HVAC System	\$5,117,715	\$4,681,302	0.91
Interior Construction and Conveyance	\$5,817,259	\$3,536,702	0.61
Plumbing System	\$1,142,132	\$1,039,910	0.91
Site	\$2,667,082	\$2,229,408	0.84
Structure	\$2,656,146	\$0	0.00
Overall - Total	\$26,709,165	\$16,990,747	0.64

● Facilities Impacted by this Grant Application ●

DURANGO 9-R - Safety and Security Upgrades District wide - Durango HS - 1977

District:	Auditor - Durango 9-R
School Name:	Durango HS
Address:	2390 MAIN AVENUE
City:	DURANGO
Gross Area (SF):	247,700
Number of Buildings:	2
Replacement Value:	\$94,157,193
Condition Budget:	\$36,831,953
Total FCI:	0.39
Adequacy Index:	0.09



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$10,192,330	\$7,969,161	0.78
Equipment and Furnishings	\$3,955,694	\$1,818,991	0.46
Exterior Enclosure	\$8,201,809	\$2,364,412	0.29
Fire Protection	\$2,174,175	\$18,043	0.01
Furnishings	\$1,974,609	\$1,367,666	0.69
HVAC System	\$19,790,521	\$10,759,165	0.54
Interior Construction and Conveyance	\$16,878,003	\$8,147,619	0.48
Plumbing System	\$4,322,962	\$1,581,942	0.37
Site	\$12,425,823	\$2,823,000	0.23
Structure	\$14,241,267	\$0	0.00
Overall - Total	\$94,157,193	\$36,849,999	0.39

DURANGO 9-R - Safety and Security Upgrades District wide - Sunnyside ES - 1962

District:	Auditor - Durango 9-R
School Name:	Sunnyside ES
Address:	75 CR 218
City:	DURANGO
Gross Area (SF):	53,500
Number of Buildings:	1
Replacement Value:	\$16,841,818
Condition Budget:	\$5,307,582
Total FCI:	0.32
Adequacy Index:	0.27



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,854,174	\$1,042,181	0.56
Equipment and Furnishings	\$692,875	\$323,528	0.47
Exterior Enclosure	\$2,725,592	\$872,048	0.32
Fire Protection	\$520,685	\$12,935	0.02
HVAC System	\$3,274,636	\$479,512	0.15
Interior Construction and Conveyance	\$2,404,214	\$1,479,384	0.62
Plumbing System	\$742,018	\$218,204	0.29
Site	\$2,669,465	\$879,788	0.33
Structure	\$1,958,158	\$0	0.00
Overall - Total	\$16,841,818	\$5,307,580	0.32

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - Safety and Security Upgrades District wide - Riverview ES - 2004

District:	Auditor - Durango 9-R
School Name:	Riverview ES
Address:	2900 MESA AVENUE
City:	DURANGO
Gross Area (SF):	69,700
Number of Buildings:	1
Replacement Value:	\$23,844,149
Condition Budget:	\$8,599,115
Total FCI:	0.36
Adequacy Index:	0.21



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,755,946	\$2,319,996	0.84
Equipment and Furnishings	\$1,304,843	\$120,032	0.09
Exterior Enclosure	\$2,902,643	\$1,065,505	0.37
Fire Protection	\$620,009	\$12,935	0.02
HVAC System	\$3,478,038	\$2,166,443	0.62
Interior Construction and Conveyance	\$4,669,380	\$1,899,894	0.41
Plumbing System	\$1,138,157	\$231,670	0.20
Site	\$4,687,687	\$782,644	0.17
Structure	\$2,287,446	\$0	0.00
Overall - Total	\$23,844,149	\$8,599,119	0.36

DURANGO 9-R - Safety and Security Upgrades District wide - Animas Valley ES - 1994

District:	Auditor - Durango 9-R
School Name:	Animas Valley ES
Address:	373 HERMOSA ROAD
City:	DURANGO
Gross Area (SF):	60,000
Number of Buildings:	1
Replacement Value:	\$18,346,041
Condition Budget:	\$11,031,939
Total FCI:	0.60
Adequacy Index:	0.26



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,203,651	\$1,688,153	0.77
Equipment and Furnishings	\$745,183	\$761,877	1.02
Exterior Enclosure	\$2,269,014	\$577,995	0.25
Fire Protection	\$535,163	\$12,935	0.02
HVAC System	\$3,466,723	\$3,347,004	0.97
Interior Construction and Conveyance	\$3,605,828	\$2,081,548	0.58
Plumbing System	\$954,364	\$608,732	0.64
Site	\$2,621,873	\$1,953,695	0.75
Structure	\$1,944,240	\$0	0.00
Overall - Total	\$18,346,041	\$11,031,939	0.60

● Facilities Impacted by this Grant Application ●

DURANGO 9-R - Safety and Security Upgrades District wide - Escalante MS - 1992

District:	Auditor - Durango 9-R
School Name:	Escalante MS
Address:	141 BAKER LANE
City:	DURANGO
Gross Area (SF):	110,800
Number of Buildings:	1
Replacement Value:	\$36,698,122
Condition Budget:	\$24,495,381
Total FCI:	0.67
Adequacy Index:	0.18



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,196,388	\$4,307,682	1.03
Equipment and Furnishings	\$1,775,350	\$1,963,705	1.11
Exterior Enclosure	\$3,812,988	\$606,190	0.16
Fire Protection	\$979,507	\$18,276	0.02
Furnishings	\$609,237	\$0	0.00
HVAC System	\$5,919,926	\$7,052,201	1.19
Interior Construction and Conveyance	\$9,015,271	\$4,753,658	0.53
Plumbing System	\$1,966,421	\$1,309,428	0.67
Site	\$4,703,589	\$4,484,244	0.95
Structure	\$3,719,445	\$0	0.00
Overall - Total	\$36,698,122	\$24,495,384	0.67

DURANGO 9-R - Safety and Security Upgrades District wide - Park ES - 1957

District:	Auditor - Durango 9-R
School Name:	Park ES
Address:	623 EAST 5TH STREET
City:	DURANGO
Gross Area (SF):	65,500
Number of Buildings:	1
Replacement Value:	\$22,139,660
Condition Budget:	\$10,657,367
Total FCI:	0.48
Adequacy Index:	0.28



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,353,258	\$2,113,710	0.90
Equipment and Furnishings	\$1,368,282	\$738,114	0.54
Exterior Enclosure	\$3,124,470	\$835,105	0.27
Fire Protection	\$583,272	\$391,368	0.67
HVAC System	\$3,943,291	\$2,823,984	0.72
Interior Construction and Conveyance	\$5,161,110	\$2,122,501	0.41
Plumbing System	\$1,070,741	\$413,025	0.39
Site	\$1,494,564	\$1,219,563	0.82
Structure	\$3,040,672	\$0	0.00
Overall - Total	\$22,139,660	\$10,657,370	0.48

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: La Plata

Project Title: Safety and Security Upgrades District wide

Applicant Previous BEST Grant(s): 7

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

If Yes, please explain why: n/a

Project Type:

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

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

Durango 9-R School District is a high-performing district serving about 4733 students in Durango, Colorado and surrounding La Plata County. The district includes seven elementary schools, two middle schools, and one high school. The newest facility was completed in 2004; the oldest school was originally built in 1951. Although there have been steady maintenance projects and security improvements to the district schools, the last major effort involving a district bond with facility upgrades was in 2004.

Durango 9-R believes in providing safe places for its students to learn, work and grow. A comprehensive Emergency Operations Basic Plan, Standard Response Protocol, and Visitor Management system has been developed in order to provide a path to reaching this goal. The district has made significant progress with safety improvements in each of its school facilities, including access control and visitor management; however, there are some safety and security gaps in facilities throughout the district that are obstacles to achieving common safety goals. Durango 9-R has secured additional grant funding for safety improvements, including secure entries at Animas Valley Elementary School and at Needham Elementary School, but B.E.S.T. funding is being requested to help complete a well-rounded approach to district security.

B.E.S.T. grant funding would be specifically directed towards achieving a high level of improved safety and security for schools across the district. The security features that would be implemented will allow the District's Emergency Operations Plan to be implemented effectively and with consistency in each district school facility. The major safety features that would be implemented with grant funding would include secure entry vestibules, PA systems, Fire Alarm upgrades, door hardware upgrades and traffic safety improvements.

Deficiencies Associated with this Project:

SAFETY HAZARDS + FACILITY SECURITY

1. Internally located main administration and staff offices with no useful exterior windows or supervision of the main entry.

At Durango High School, the main administration offices are disconnected from the main entry vestibule and do not provide a face-to-face checkpoint for visitors, who, once admitted through the entry doors, enter directly into the main hallway. The reception area does not have exterior windows facing the parking lot or site perimeter.

At Fort Lewis Mesa Elementary and Park Elementary Schools, the main reception areas are over twenty feet away from the front doors. Visitors must be given access to the main entry corridor prior to checking in at the front office.

2. Antiquated video and speaker systems controlling the main entries and student entry-doors. Video and audio are unclear visually and audibly.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

3. Unsecured main entries at Park Elementary and at Escalante Middle School provide easy and immediate access to students prior to checking in at the front office. At Escalante Middle School, for example, the main offices are off of the student commons, so visitors are allowed into the heart of the school before they are able to check in with reception.
4. Limited or no public address / mass notification system. The public address systems are older and / or do not cover all areas of the buildings, making it difficult to alert the entire school of an emergency at one time. New PA systems are needed at eight district schools..
5. Classroom Door Hardware. In most of the schools there is a portion of the classroom door hardware that needs replacement for safety purposes. This classroom door hardware does not meet State safety standards; “Columbine” locks are needed in the schools.
6. Inadequate Fire Alarm Systems. Fire alarm systems require updating to meet code at six of the school facilities. Relocating the fire alarm panels may also be required in order to provide a secure entry at the remaining schools.
7. On-Site Traffic Conflicts and Congestion. At Durango High School and at Needham Elementary, there is significant congestion and poor separation between car traffic, bus traffic, and pedestrians, which causes consistent student safety concerns.
8. Hazardous Materials Durango 9-R has made good progress in removing hazardous materials from its facilities, though there is some asbestos remaining in target areas of several schools. Most of the ACM is in remaining encapsulated floor tile and in pipe insulation.
9. Site Security: Several of the facilities have needs related to securing the site and building perimeters. Many of the exterior doors and frames are deteriorating and require replacement. Since the schools do not have intrusion detection systems, these doors could become points of access for an intruder, especially when the school is not supervised. There is also a need for replacing or adding to the building exterior lighting because of dark sections of the building and site perimeter, which are attractive to possible intruders. At many of the schools, the front entry remains vulnerable to vehicular approach. Finally, additional site fencing is needed at strategic locations to improve site security at night and student safety during the day.

Proposed Solution to Address the Deficiencies Stated Above:

Durango School District 9-R and its planning team are proposing a package of district-wide safety improvements as measures to resolve the deficiencies identified above. The individual improvements described below provide a holistic approach covering numerous needs at the schools and move the district closer to realizing the goals of the District Emergency Operations Plan.

1. Internally located main administration. Interior renovations at Fort Lewis Mesa, Park, Riverview, Sunnyside, Escalante and Durango High will reconfigure the administrative offices to physically connect reception with the expanded main entry vestibules. The main office will thus be provided with exterior windows that supervise the main entry approach, parking lot, and site perimeter. At all schools, visitors will be required to check in at the main reception desk before being admitted to the school.
2. Antiquated video and speaker system. New main entry camera / remote admittance systems will be provided at each of the subject schools to control visitor access.
3. Unsecured entry. Interior renovations at Fort Lewis Mesa, Park, Riverview, Sunnyside, Escalante and Durango High will expand and secure the main entry vestibules with controlled circulation, access, and bullet-resistant glazing.
4. No public address / mass notification system. The Public Address / Mass Notification system will be replaced at each of the subject schools. New equipment with coverage of all locations will be installed so that the entire school can be notified of an emergency situation at once.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

5. Classroom Door Hardware. Classroom door hardware throughout the facilities will be replaced with new “Columbine lock” door hardware that complies with the Americans with Disabilities Act, Colorado State regulations, and CDE Facility construction guidelines.
6. Inadequate Fire Alarm Systems. Fire alarms at each of the subject schools will be upgraded and / or replaced in order to meet code. Panels may need to be relocated to accommodate secure entry vestibule expansion.
7. On-Site Traffic Conflicts and Congestion. At Needham Elementary and Durango High Schools, a much needed reconfiguration of traffic flow will better separate bus and car traffic from each other and from student pedestrians around the entry and in the main parking lots and drop-off areas.
8. Hazardous Materials The remaining ACM at each of the subject schools will be abated as part of the work.
9. Site Security: Failing exterior doors and frames will be replaced. Additional or upgraded exterior lighting will be added to increase night security. Traffic bollards protecting the main entry will be installed. Finally, additional site fencing will be provided at strategic locations to improve site safety and security.

How Urgent is this Project?

The deficiencies throughout Durango School District are of immediate concern.

SAFETY HAZARDS + FACILITY SECURITY

1. Internally located main administration. If the proposed renovations are not undertaken, the students at district schools will remain vulnerable to an intruder entering the school without being required to check in. The school will not have the option of using background check systems to vet visitors, since once they are “buzzed” in via camera, they would be free to enter the school and encounter students.
2. Antiquated video and speaker system. 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. With new visitors arriving and main-entry deliveries being made on a daily basis, the school will be in a vulnerable position on a daily basis without these improvements.
3. Unsecured entry provides easy and immediate access to students prior to checking in at the front office. If an intruder gained access at the front doors, he or she would have direct access to numerous common student spaces before passing by the door to the main office.
4. No public address / mass notification system. A school-wide emergency cannot be communicated effectively and this puts both staff and students at immediate risk. With any number of school safety threats being possible, the need to communicate future dangers effectively is of the highest urgency at the school.
5. Classroom Door Hardware. The risks associated with teachers being unable to properly lock their classroom doors mean that a true lockdown security measure cannot be accomplished in the school. In an emergency situation, without classroom locks, teachers may be tempted to barricade the classroom door thereby created a fire hazard for the occupants in addition to any security threat.
6. Inadequate Fire Alarm Systems. The threat of a fire to student safety in the district Schools will remain a reality as long as the buildings are not covered by a code-compliant fire alarm.
7. On-Site Traffic Conflicts and Congestion. The sooner the traffic situation is improved at Durango High and Needham Elementary, the less likely an accident involving a student pedestrian and / or vehicles will be.
8. Hazardous Materials It will be timely, cost-efficient and advisable to remove the asbestos from the schools as part of this larger package of safety and security work.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

9. Site Security: The combination of inadequate exterior lighting and compromised exterior doors will be a growing temptation for intruders and a risk to student safety as long as the condition continues to exist. The schools need to present an atmosphere of watchfulness and care in order to prevent the appearance of vulnerability.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

For the fiscal year 2019/2020 we have worked with a capital renewal budget of 1.1 million dollars. Enrollment in all of our school buildings is 4733, which is an expenditure of \$232.41 per pupil district wide. There is currently a \$495,863 balance in our Capital Project Fund.

Approximately \$1,423,700 is spent annually for maintenance services, equipment and parts for our buildings and includes the labor of our maintenance crew. The Durango School District expects to see savings from having new, more efficient systems and infrastructure, and plans to use that savings to insure the sustainability of funds for preventive maintenance planning. Approximately \$518,650 annually is projected to be needed for continued maintenance of our school facility systems and grounds (excluding labor), and will be reflected in our maintenance department budget. The Facilities Maintenance Department has a Preventative Maintenance Program that produces maintenance work orders at the suggested intervals in order to extend the life of building system components.

When the project is completed the district will continue to hold a minimum of 15 percent of total budget in the General Reserve Fund for any possible emergency infrastructure needs for the facilities proposed. This reserve fund balance is a requirement by our School Board. The district will continue to spend a minimum of 1 million dollars per year on renewal of facilities systems.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All facilities were new construction, public school facilities for the Durango 9-R School District.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In general across the multiple facilities referenced, minor maintenance and repairs has been conducted over the last three years. The last major series of capital improvements in the district were completed in 2004 or earlier as part of the last bond initiative.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District is pursuing multiple options for selling its downtown Administration building, which as part of the Master Plan, could contribute to funding district facility improvements. Since the Master Plan will likely entail replacing Miller Middle School and Florida Mesa Elementary, no funding for those facilities has been requested as part of this grant application. An Additional School Security grant has been awarded to the District for secure vestibule improvements.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

For the fiscal year 2019/2020 we have worked with a capital renewal budget of 1.1 million dollars. Enrollment in all of our school buildings is 4733, which is an expenditure of \$232.41 per pupil district wide. Approximately \$518,650 is spent annually for maintenance services, equipment and parts for our buildings. This figure does not include the labor of our maintenance crew but it does include the cost of filters, valves, blowers and motors, etc. The Durango School District expects to see savings from having new, more efficient systems and infrastructure, and plans to use that savings to insure the sustainability of funds for preventive maintenance planning. Approximately \$518,650 annually is projected to be needed for continued maintenance of our school facility systems and grounds, and will be reflected in our maintenance department budget.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

na

Current Grant Request:	\$2,742,705.36	CDE Minimum Match %:	76
Current Applicant Match:	\$8,685,233.64	Actual Match % Provided:	76
Current Project Request:	\$11,427,939.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2020 Bond Election and Separate Grant funding	
Total of All Phases:	\$11,427,939.00	Escalation %:	6
Affected Sq Ft:	728,315	Construction Contingency %:	5
Affected Pupils:	3,570	Owner Contingency %:	12
Cost Per Sq Ft:	\$15.69	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.68	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$14.01	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$3,201	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	204	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
n/a			
If match is financed, explanation of financing terms:			
n/a			

Financial Data (School District Applicants)

District FTE Count:	4,537	Bonded Debt Approved:	
Assessed Valuation:	\$1,364,014,108	Year(s) Bond Approved:	
PPAV:	\$300,642	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,424,137	Year(s) Bond Failed:	
Median Household Income:	\$67,526	Outstanding Bonded Debt:	\$35,005,000
Free Reduced Lunch %:	27	Total Bond Capacity:	\$272,802,822
Existing Bond Mill Levy:	5.776	Bond Capacity Remaining:	\$237,797,822
3yr Avg OMFAC/Pupil:	\$2,407.18		

● **Facilities Impacted by this Grant Application** ●

GREELEY 6 - Brentwood MS Replacement - Brentwood MS - 1963

District:	Auditor - Greeley 6
School Name:	Brentwood MS
Address:	2600 24TH AVENUE COURT
City:	GREELEY
Gross Area (SF):	70,141
Number of Buildings:	4
Replacement Value:	\$18,257,472
Condition Budget:	\$8,239,254
Total FCI:	0.45
Adequacy Index:	0.33



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,485,538	\$1,386,340	0.40
Equipment and Furnishings	\$273,592	\$341,990	1.25
Exterior Enclosure	\$1,884,732	\$337,859	0.18
Fire Protection	\$123,688	\$430,327	3.48
Furnishings	\$289,439	\$0	0.00
HVAC System	\$3,695,206	\$2,625,560	0.71
Interior Construction and Conveyance	\$3,063,038	\$2,047,021	0.67
Plumbing System	\$949,228	\$724,936	0.76
Site	\$1,334,305	\$506,072	0.38
Special Construction	\$364,894	\$215,853	0.59
Structure	\$2,793,813	\$53,622	0.02
Overall - Total	\$18,257,472	\$8,669,580	0.47

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Applicant Name: GREELEY 6

County: Weld

Project Title: Brentwood MS Replacement

Applicant Previous BEST Grant(s): 5

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

If Yes, please explain why:

Project Type:

- | | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Water Systems |
| <input checked="" type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: | The project scope is to replace the existing 66 year old Middle School with a new high performing facility on the the old John Evans Middle School site. |

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

Weld County School District 6 (the District) is a political subdivision of the State of Colorado and a corporate body organized in 1870. The District currently owns approximately 450 acres of land, and includes 36 schools and support sites. Our 36 schools and support facilities total 2.1 million square feet of building space and range in age of establishment from 1910-2015. The District boundaries have been redrawn numerous times over the last 135 years, the previous redistricting occurring in 1964, enlarging District 6 to its current 75 square miles. The District is an independent school district that is a public corporation duly organized and existing under the constitution and laws of the State of Colorado. Approximately 22,400 students attend school at the District's 32 schools and educational programs. The educational makeup of Weld County School District 6 includes eleven traditional elementary schools (K-5), five K-8 schools, four middle schools, one alternative middle school, three traditional high schools, two alternative high schools, one high school of innovation, and five charter schools.

Weld County School District 6 serves a diverse and growing population of minority and immigrant students. The demographics of the school include 68.4% Hispanic, 24.2% White, and the remaining 7.4% from a variety of other ethnicities. In regard to students with specific needs, just over 20% of students are English Language Learnings, 15% of the students have an Individualized Educational Plan and 4% of students are identified to be Gifted and Talented Learners. The school provides 65.21% of their student body with a free and reduced lunch.

To meet the needs of a growing work force demand and population growth in Northern Colorado, we have completed a Facility Master Plan Study in 2019 as well as have been working with a Demographer to project growth in the community in coming years. The results of the study not only have identified a road map to address imminent facility needs, but also to assist the District in planning for the future. This 2020 BEST Grant application is one important step in preparing for that future.

Deficiencies Associated with this Project:

Overview

In August of 2018, Greeley-Evans School District 6 contracted with The Cuningham Group to complete a Facilities Assessment and a Facilities Master Plan for repairs and renovations needed at district sites. The district also contracted with Western Demographics, Inc. to study district and community population shifts and predictions. Findings indicate that the Greeley-Evans School District 6 and its associated Charter Schools:

are almost 5,000 students over capacity.

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need almost 600,000 square feet of building space to eliminate temporary classrooms.

have 142 temporary classrooms within the district.

have tripled the State of Colorado student growth rate in the last 5 years.

have increased student populations of special education and students receiving free and reduced lunch have increased greater than this average for Colorado. (Sp Ed 20.8% to 12.2% and FRL 21.4% to 6.8%).

will grow by over 1,400 students in the next 5-10 years.

is over \$300,000,000 behind in maintenance, repairs, and renovations.

needs to replace five buildings due to design flaws which have created high maintenance costs, inefficient programming, and undesirable learning environments. (Greeley West High School, Madison Elementary, Bella Romero k-3 Elementary, Brentwood Middle School and Scott Elementary).

lacking in secure vestibules for building entrance and other safety features.

need future school sites in Evans and east and west Greeley.

During the Fall of 2018, The Cuningham Group began to work with a community team in a series of workshops to discuss their vision for schools and learning environments in the district. This community team was made up of employees, business leaders, educators, and parents. The following were listed as top priorities of both the Community Facilities Master Plan Team and the School District Steering Committee.

Safety and Security

Adequate space for student learning

Reduce the number of temporary classrooms in the district

Build space to increase capacity

Fund and prioritize maintenance, repairs, and renovations

Consider a K-8 model for new buildings and additions

Consider new building sizes of:

Elementary - 700 students

Middle School - 750 students

K-8 - 900 students

High School - 1800 students

Consider instructional space for career pathways and workforce development

In the winter of 2019, the School District Steering Committee and the Community Facilities Master Planning Team agreed to the following long term 10-15 year vision. District components of that vision are to:

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Develop and follow an annual maintenance plan and a sustainable budget.

Have all schools have a welcoming, safe and secure entrance.

Have all schools remodeled for site-specific educational programming.

When appropriate build additions and renovate to increase capacity.

Have zero portables being used for instruction.

Replace the five round buildings.

Add one additional K-8 building to improve district capacity.

In May, a sub-committee from the Community Facilities Master Planning Team made six recommendations to the District 6 Board of Education. These six proposals ranged from a cost of \$325,000,000 to \$650,000,000 each with varying percentages of overall repair and renovation needs, program needs, new building, and addition needs. The proposals included the following needs:

Replace Greeley West High School

Replace Scott or Madison Elementary

Build a new K-8 building

Renovate and add additional space to McAuliffe and Chappelow to address capacity.

Provide funding for programmatic needs for career and college readiness.

During the summer of 2019, and after receiving input from various community members and community organizations, it was determined that the district should target a total bond package for \$395,000,000. Some projects were eliminated, some allocations were reduced, square footage for additions was examined and compared to construction costs with inflation.

Brentwood Middle School Deficiencies

Campus Security:

Brentwood Middle School is accessible off of a single roadway that forces the comingling of parent, staff, delivery and bus traffic. The parking / drop-off area is open to the hardscape play area creating conflicts between students at play outside the building, student traffic between the main building and modular, and vehicles driving directly up to the building. The perimeter is porous to pedestrian access through the gaps in fencing. Compounding this issue is the fact that most of the building is directly accessible to the exterior through one of the more than 20 exterior doors. This makes it nearly impossible to provide a secure perimeter.

Controlled Visitor Entry:

The facility currently lacks a controlled entry vestibule. The architecture and layout of the building makes it impossible to renovate space to relocate Administration adjacent the main entry. The option of constructing an addition to house administration and a secure entry vestibule would be a waste of funds given the multiple other problems inherent with the circular design and building components that are well past their life cycle. Compared to schools with a controlled entry vestibule, it is increasingly difficult to appropriately monitor the coming and going of those who have reason to be on campus

BEST FY2020-21 GRANT APPLICATION SUMMARIES

(student, staff, & visitors) and those who do not have reason to be on campus.

Susceptible to Vandalism:

It is apparent that unauthorized individuals can gain access to the areas that should only be accessed by District personnel, like the roof. Once on the roof, potential vandals are out of sight and able to cause damage that will not be discovered until maintenance staff perform routine checks.

Wayfinding:

Visitors, new students, and staff can easily get lost in Brentwood Middle School due to the rounded corridors of the original construction and multiple additions and/or renovations that undermine wayfinding. Additionally, ill-proportioned classrooms, acute angles and rounded walls can be disorienting to those not familiar with the facility. The school could benefit from installation of enhanced signage or other wayfinding devices. Color wayfinding and/or improved sightlines can help to orient visitors and students alike, more readily establishing the basic layout and underlying logic of the layout of the school.

Accessibility:

Typical for a facility of its age, several major components of the school are not accessible. Even though the 1988 addition improved accessibility to both levels of the school, many of the restrooms, stairs, parking and site access elements, and other egress components are not compliant with current code and/or accessibility standards (ADA & ANSI 117.1). These issues should be prioritized so that the district can begin to address them immediately.

Access to Daylight:

Classrooms on the lower level of the original 1963 building have minimal or no daylight access in classrooms. Light fixtures must be turned on during all hours that the building is occupied. As a result, occupants must rely on clocks to determine time of day there is no healthy connections to the outside environment.

Studies indicate that access to daylight in learning spaces improves student performance, physical, and mental health. Occupants connect to their environment by passively observing time of day, weather patterns, and time of year. Furthermore, spaces with views to the exterior improve the occupants' connection with their surrounding trees, plants and wildlife (biophilia).

In spaces with optimized access to daylight, staff and student circadian rhythms are synchronized by access to daylight. This results in more energetic learning, focused engagement, and better behavior.

Building Envelope:

The building envelope of Brentwood Middle School suffers from degraded performance resulting from dated window and door assemblies. These outdated components do not address thermal bridging, solar heat gain, and damage to interior finishes from UV exposure. Instances of improperly installed curb flashing elements, missing gravel stops, and evidence of ponding water indicate potential roof issues. These issues may contribute to degradation of the larger roof assembly or shorten the roof's service life. Evidence of roof leaks were observed at this facility and an investigation into possible cause(s) is warranted.

Kitchen:

A complete renovation, redesign and remodel is recommended for this kitchen. Currently the staff uses the 3-compartment pot/pan sink for vegetable prep sink. Cooking, food prep, and dish washing is all performed in a very small work areas with no dedicated/separated work areas. There are wooden cabinets and wooded shelves located in the kitchen. All wooded items should be removed from the kitchen. The server area is populated by cold, frozen, and dry storage along with a wall of

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millwork cabinetry. This type of cabinetry should not be used in a commercial kitchen. It appears that while other parts of the school may have been expanded, increasing student counts, the kitchen was not renovated in order to keep pace.

Proposed Solution to Address the Deficiencies Stated Above:

The planning team has determined that renovations to bring the existing middle school up to code and within range of state educational standards would cost between 70% and 75% of the replacement value of the building. To meet high-performance standards while renovating the existing school would be extremely challenging and costly due to the current “pod” layout and all-masonry and concrete construction. The duration of disruption while abating the existing building, if concurrently in use by students, would extend over two years as the summers would be used for major work; temporary modulars would assume some student capacity while renovations took place. The district, taking into account the variety of options developed as part of a master planning process, as well as community input, has decided that building a new facility is in the best interest of the community and the wisest use of taxpayer funding.

Weld County School District 6 already owns a previously developed parcel of land within the current Brentwood attendance boundary, which was previously home to the former John Evans Middle School.

The new middle school facility will comply with all of the CDE School Facility Construction Guidelines. It will incorporate new building systems to alleviate the concerns involving roofing, structural problems, air quality, hazardous materials, congestion and crowding, fire safety, security and educational suitability. The school will serve approximately 750 students, comparable to the current enrollment at Brentwood, and total about 104,000 gross square feet.

Campus Security:

The new site for Brentwood Middle School allows for the separation of bus traffic from parent drop off from delivery traffic. The proposed site solution puts all the vehicular traffic at the perimeter of site, allowing students to enter the school without ever having to cross a drive. The bus drop-off area will allow students access to the play areas and entry to the school without having to cross any other drives. The parent drop-off and parking area is at the main entry to the school.

The design of the school will follow safety and security principles that are outlined in the PASS guidelines as well as established best practices identified in CPTED workshops. This includes limiting the number of entries to the minimum required for code and building operation.

Controlled Visitor Entry:

The new school will include a secure entry vestibule that is adjacent to and controlled by the main office. The new school main office will have windows that face the drop off and entry, providing supervision of those approaching the school.

Susceptible to Vandalism:

The new school will not have architectural building elements that allow unauthorized access (no low elements that can be climbed) to the roof or other areas of the school.

Wayfinding:

The new school will be organized to allow the academic area to be closed off from public areas of the building that may be used before and after school hours. The academic area will be organized as learning communities, utilizing colors and signage to help the wayfinding of students, staff, and visitors. Classrooms will be properly proportioned and shaped to maximize the usable area in each for educational purposes and flexibility.

Accessibility:

The new school will be full accessible, meeting all of the requirements and standards established in the Federal ADA guidelines

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and ANSI A117.1.

Access to Daylight:

The new school will maximize the use of natural daylighting in regularly occupied learning spaces, which include: classrooms, offices, specialty classrooms, dining commons, gymnasium, offices, and meeting spaces.

Building Envelope:

The building envelope of the new school will meet all of the building and energy code requirements related to the construction of the foundation, exterior walls, windows, and roof assembly. This includes continuity of the envelope barrier systems (thermal, air, and weather).

Kitchen:

The new school will include a new commercial kitchen sized to accommodate the current student capacity of the school and that includes all of the finishes and equipment that meet the requirements of the health department, the building code, the plumbing and mechanical codes.

In summary, a new campus and high performing facility to replace the (undersized, poorly designed, failing building systems, etc.) existing Brentwood Middle School solves all of the issues for the foreseeable future.

How Urgent is this Project?

We are already experiencing failure in the building systems and operations as a school now, the timeframe to address the deficiencies as identified in the Facility Master Plan is as soon as possible. With the extent of issues facing the District, the schedule to pursue replacement for Brentwood MS was anticipated to be at least three-five years out. This schedule was driven not because of the obvious need, but because of funding limitations. Similar to our peer school districts, the needs simply outweigh the available funding. It is frustrating that urgency as it relates to our facilities is brought forward out of desperation. We are desperate to provide safe and high performing facilities for our students. With this BEST Grant application, we have been presented a unique situation that our urgency can really be better described as an opportunity. The opportunity that we have found a funding solution to meet our most urgent and desperate needs at Brentwood Middle School. Before the sale of our Bonds we did not have the "opportunity" to provide financing for a match to a BEST Grant. With the Bond Premium generated by the sale of our November 2019 authorized General Obligation Bonds, we are able to provide 60% of the project costs for the replacement of Brentwood Middle School (over 10% more than the minimum required match). If the project is not funded at this time, we will be required to invest portions of the Bond Premium into facility updates (Fire Alarm, Security, roof upgrades, etc) that will be a waste of funds compared to investing in a replacement campus. This opportunity exists today, and with each year that the replacement is pushed back to "as soon as possible", value will be lost in wasted capital and escalation. Replacing Brentwood Middle School is urgent because we have the opportunity with support of a BEST Grant to move this project forward now.

In looking at the building systems and functionality, the urgency to proceed with a replacement facility can be highlighted further with the discussion below.

Campus Security and Controlled Visitor Entry:

The poor entry control and 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 as it is equally difficult to secure the remaining entrances around the perimeter of the building.

Susceptible to Vandalism:

Preventing unauthorized individuals from gaining access to the areas that should only be accessed by District personnel, like

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the roof, is mid-tier urgency. This is not a common occurrence, however, when it does occur, the potential damage and consequences of the damage is high.

Wayfinding:

The oddly-sized classrooms and inflexible learning spaces are not adequate for the curriculum and should be corrected. The urgency is low (corrected within 5 years.) The importance factor is high with regards to educational adequacy.

Accessibility:

Addressing the lack of accessibility for students, staff, and visitors is a mid-tier urgency, however the importance factor is high with regards to making the school accessible to all learners. The majority of the toilet rooms do not meet the requirements of ADA or ANSI A117.1. Renovations to these rooms can help meet some of the requirements, but physical limitations of the existing spaces won't allow them to meet all of the requirements. Additionally, these protentional renovations will reduce the total plumbing fixture count for the school, making the school further out of IBC compliance for fixture counts.

Access to Daylight:

Providing natural daylight in classrooms to improve the quality of the learning environment and to help reduce the on-going electrical demand of the school is of mid-tier urgency, however will be difficult to achieve in the existing building. A majority of the classrooms are not adjacent to an exterior wall and hence the effort to cut windows into the exterior walls will only address a fraction of the classrooms.

Building Envelope:

Addressing deficiencies of the building envelope is a high priority. A full roof replacement to current building and energy codes should be completed within the next three years. Addressing deficiencies in the exterior wall assembly will be limited to the replacement of existing doors and frames and the existing windows. It will be difficult to address the lack of code compliant barriers within the wall assembly (thermal, weather, and air) without a full reconstruction of the wall. This potential scope would be very costly and disruptive to the school and is likely not feasible.

Kitchen:

Addressing the deficiencies of the kitchen is a high priority. The majority of the deficiencies noted are not consistent with current health department standards. The lack of area to separate the washing of dishes from the preparation of food, specifically vegetables, is a concern. The casework and storage cabinets made from wood need to be replaced with non-organic storage solutions (stainless steel and/or plastic). The kitchen lacks space overall to serve the current population of the school and an expansion of the kitchen is required to address the issues notes. The deficiencies of the kitchen should be addressed within the next three years.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District passed a \$395 million bond issue in November 2019. These funds will assist in addressing approximately a third of the deferred maintenance needs, which we would expect to see savings in repair and maintenance costs. These savings would, in turn, help to ensure the sustainability of these funds for a preventative maintenance plan and will be reflected in the District's maintenance department budget as well as the Capital Projects Fund. Additionally, with the passing of the bond issue, the district is putting all maintenance categories on a replacement cycle as follows –

Roofs – 20 years

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HVAC equipment (boilers and chillers) 15-25 years – controls will be dictated by technology changes

Exterior building envelope painting – 10 years

Interior paint – 10 years

Carpet – 10-15 years

Window replacement – 15-20 years

Lighting – 10 years

Emergency generators – 20 years

Exterior doors – 20 years

Parking lots – 5-10 years

Internal technology – 5 years

During the 2017-2018 school year, approximately 12% of the general fund mill levy override funds were allocated to deferred maintenance projects, specifically roof partial or full replacements at Madison, Meeker, and Jackson Elementary Schools and Franklin Middle School. In the 2018-2019 school year, approximately 32% of the mill levy override funds have been allocated to deferred maintenance projects. In 2019-2020, the District expects to spend approximately 22% of the MLO funding to support capital needs, including full or partial roof replacements at Martinez, Shawsheen, and Centennial Elementary Schools as well as Franklin Middle School. In addition to the General Fund support, the Capital Projects fund has supported over \$13 million on district facilities over the last three years. At the end the 2018-2019 fiscal year, there was over a \$6.5 million fund balance in the Capital Projects Fund supporting ongoing deferred maintenance projects. This available balance is just a fraction of the \$1 billion in deferred maintenance needs as determined by the Facility Master Study. Nevertheless, this money over time has been set aside to address the growing list of significant maintenance repairs, health and safety concerns, and code compliance issues identified by facility assessments. When the project is completed, the District will continue to transfer a minimum of \$2.5 million of the General Fund annually for the continued preventative maintenance of systems and infrastructure for the facilities.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Brentwood facility opened as a new school building in November 1963 as an elementary school. The two story building was constructed in a large circle for the upper grades in 12 classrooms on the lowest level, typical of many 1960's elementary schools. The Library is centrally located on this lower level circle. The upper level housed a kindergarten room, cafeteria, mechanical room, the main entry, and office. Originally, the building had a covered play area and entry way.

The campus served the community well over the next 12 years as the surrounding neighborhoods were built out. With growth in enrollment the building was converted to a Middle School in 1975 and has continued to support the educational needs of the District, with the realization that the building design and functional systems have reached the end of their serviceable life. As educational suitability standards have been evolved over the past 60 years, the 7.5 acre site and approximately 65,000 sf building are recognized as inadequate for a Middle School campus.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Starting with the initial construction in 1963, the campus was unchanged until it's conversion to a Middle School in 1975. As

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part of the conversion, an addition was constructed to provide locker rooms, three new classrooms, an enlarged cafeteria with a kitchen, and the library was relocated to the perimeter on the lower level. Another addition was constructed in 1988 to accommodate a band room, choir room, art rooms and new restrooms for the school's growing population.

The west wing was added in 1988 to accommodate eight new classrooms & restrooms on two levels. This addition housed the sixth grade and a portion of the eighth grade. At this time, the office and student health room also underwent extensive changes.

In 2002, the District constructed a new gymnasium and converted the existing gymnasium to locker rooms for boys' and girls' locker rooms, coaches' office, storage rooms, a fitness room, and one classroom.

One temporary and one portable classroom were added to the campus in the 1980's and 1990's. In 2004, an additional portable building was placed on site. Subsequently, the two portables were converted to an industrial arts shop.

As part of ongoing maintenance and capital renewal projects, the boilers were replaced in 2010 with the chillers updated in 2012. Due to the extensive roof leaks, a partial roofing replacement / repair project was undertaken in 2017 to prevent further damage to the building. In 2018-19, The District undertook a comprehensive District-wide facilities assessment and master plan to determine the best use for all of our assets. At the completion of the investigation, it is our determination that Brentwood Middle School is well beyond it's serviceable life and should be replaced with a new facility.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Weld 6 faces over one billion in current facility needs based on our 2019 Facilities Assessment. We understood that given that a bond had not been passed in over 16 years that we needed to demonstrate both need and financial restraint to our constituents. The Bond scope was reduced to be 40% of our projected needs with the knowledge that some projects would be deferred until a future bond issue. The success of that future bond issue depends in large part to our ability to demonstrate to the community the difference between aging facilities / new high performing spaces and fiscal responsibility. In Weld County, where passing tax initiatives is difficult given the conservative base, the ability to leverage favorable Bond Issuance terms with a BEST Grant will go a long way in demonstrating our commitment to the community. It is for this reason we are asking for assistance in securing a BEST Grant and also exceeding our minimum match looking for BEST to provide 40% of the funds to replace Brentwood Middle School.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Weld County School District 6 budgeted approximately \$200 per student for the 2019-2020 fiscal year to maintain and support deferred maintenance, which accounted for approximately \$4.5 million. This budget is consistent with the prior year and was developed to cover the most egregious of the identified maintenance needs. The budget did not cover the costs of systems that have emergency breakdowns during the school year. The District has repeatedly relied upon its dwindling cash reserves for these emergency purposes. Over the years, the District has been forced into deferring the majority of costs associated with system replacement in order to focus on the academics of students.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Weld County School District 6 spends \$126,296 for water/sewer (City of Greeley), disposal services (Waste Management), phone (Century Link), internet (Zayo Group), gas (Atmos) and electricity (Xcel) on an annual basis. All of these costs are tracked at the school level to provide the District with the most accurate cost details as possible. The current utility costs per square footage (65,789) for Brentwood Middle School is approximately \$1.22 per square foot. The District anticipates a reduction in utility costs by approximately a third, taking into consideration the significant increases in water/sewer charges in the past five years. We anticipate a new energy efficient facility would yield cost \$0.81 per square foot. Weld County School District 6 pursues rebate opportunities with utility companies as frequently as they are available. We believe we will be able to yield additional savings through rebate opportunities that will be able to be reinvested in capital improvements at Brentwood Middle School.

Current Grant Request: \$19,168,879.20

CDE Minimum Match %:

53

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Current Applicant Match:	\$28,753,318.80	Actual Match % Provided:	60
Current Project Request:	\$47,922,198.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Bond Premium generated from the sale of a portion of the November 2019 General Obligation Bond	
Total of All Phases:	\$47,922,198.00	Escalation %:	3
Affected Sq Ft:	103,254	Construction Contingency %:	3
Affected Pupils:	687	Owner Contingency %:	5
Cost Per Sq Ft:	\$464.12	Historical Register?	No
Soft Costs Per Sq Ft:	\$63.05	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$401.07	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$69,756	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	150	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

We are not financing our match for this grant.

Financial Data (School District Applicants)

District FTE Count:	22,250	Bonded Debt Approved:	\$403,200,000
Assessed Valuation:	\$2,640,389,162	Year(s) Bond Approved:	12,19
PPAV:	\$118,669	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$21,392,729	Year(s) Bond Failed:	
Median Household Income:	\$54,321	Outstanding Bonded Debt:	\$437,420,277
Free Reduced Lunch %:	62.1	Total Bond Capacity:	\$528,077,832
Existing Bond Mill Levy:	8.846	Bond Capacity Remaining:	\$90,657,555
3yr Avg OMFAC/Pupil:	\$2,092.06		

● **Facilities Impacted by this Grant Application** ●

GREELEY 6 - Martinez ES Roof Replacement - Martinez ES - 1951

District:	Auditor - Greeley 6
School Name:	Martinez ES
Address:	341 14TH AVENUE
City:	GREELEY
Gross Area (SF):	58,922
Number of Buildings:	4
Replacement Value:	\$15,520,547
Condition Budget:	\$8,337,657
Total FCI:	0.54
Adequacy Index:	0.28



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,608,006	\$1,735,377	0.67
Equipment and Furnishings	\$382,514	\$109,815	0.29
Exterior Enclosure	\$2,315,452	\$1,238,721	0.53
Fire Protection	\$26,494	\$415,128	15.67
Furnishings	\$57,888	\$72,360	1.25
HVAC System	\$2,812,334	\$1,203,268	0.43
Interior Construction and Conveyance	\$2,513,715	\$1,752,423	0.70
Plumbing System	\$765,118	\$625,027	0.82
Site	\$1,341,567	\$752,283	0.56
Special Construction	\$580,747	\$725,934	1.25
Structure	\$2,116,712	\$109,514	0.05
Overall - Total	\$15,520,547	\$8,739,850	0.56

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Applicant Name: GREELEY 6

County: Weld

Project Title: Martinez ES Roof Replacement

Applicant Previous BEST Grant(s): 5

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

If Yes, please explain why: N/A

Project Type:

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

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

Weld County School District 6 (the District) is a political subdivision of the State of Colorado and a corporate body organized in 1870. The District currently owns approximately 450 acres of land, and includes 36 schools and support sites. Our 36 schools and support facilities total 2.1 million square feet of building space and range in age of establishment from 1910-2015. The District boundaries have been redrawn numerous times over the last 135 years, the previous redistricting occurring in 1964, enlarging District 6 to its current 75 square miles. The District is an independent school district that is a public corporation duly organized and existing under the constitution and laws of the State of Colorado. Approximately 22,400 students attend school at the District's 32 schools and educational programs. The educational makeup of Weld County School District 6 includes eleven traditional elementary schools (K-5), five K-8 schools, four middle schools, one alternative middle school, three traditional high schools, two alternative high schools, one high school of innovation, and five charter schools.

Weld County School District 6 serves a diverse and growing population of minority and immigrant students. The school district provides 65.96% of their student body with a free and reduced lunch, excluding charter schools. Martinez Elementary alone serves 94.16% of their student body with a free and reduced lunch. The Martinez Elementary roof has been identified as having emergent roofing needs significant enough to require immediate replacement.

Deficiencies Associated with this Project:

The majority of the ballasted EPDM roofing on the school is over 30 years old and is well past its useful life. There are ongoing leaks throughout the school, which is negatively affecting the learning environment. The EPDM 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. When EPDM roofs show these signs of deterioration, shrinking, and ponding, repairing the roofs is temporary at best and requires ongoing maintenance. Additionally, lapped seams are failing to cause insulation and structural deck to be exposed to the weather. This ongoing maintenance nuisance strains the school district's resources that are already stretched thin.

All roofs in the District have exceeded their life spans, except those that have been replaced over the last 3-5 years. The District has hired a roofing consultant, Cave Consulting, to assist in determining the most critical roof replacement needs. Due to the passing of the Mill Levy Override in 2017, the District has been able to escalate the district-wide roof replacement schedule. The Martinez Elementary roof was scheduled to be funded with Mill Levy Override funds before Weld County School District 6 passing the bond issue. The roof replacement was not a consideration for bond dollar use since it was already allocated to MLO funding.

Proposed Solution to Address the Deficiencies Stated Above:

The roofs on the school will be replaced with a fully adhered 60mil EPDM system, including new insulation, roof accessories, and sheet metal; the existing roof ballast will be re-purposed. The school district prefers this type of system for its longevity, moderate expense, and ease of maintenance. New ladders will be installed to ease movement throughout the roof for school

BEST FY2020-21 GRANT APPLICATION SUMMARIES

district personnel and maintenance. The International Building Code Family, The State of Colorado and The Colorado Department of Education Guidelines were adhered to in the design of the new roofing system.

Martinez Elementary School's overall FCI score in the most recent Master Facility Study was higher than schools being replaced by funds passed in the November 2019 bond issue. The District will address the most critical needs of the school through bond dollars, including replacing the HVAC system, door hardware, internal upgrades, accessibility, and a safe and secure entrance. Some schools are being replaced or receiving significant expansions that were constructed to accommodate K-5 grade levels. Due to growth and programmatic needs, these schools have expanded enrollment to a K-8 model or converted to a middle school campus.

How Urgent is this Project?

The roofing system is well passed the end of its useful life and is no longer serviceable and should be replaced as soon as possible. The active roof leaks at the school are a nuisance for staff who have to relocate students to other areas of the building. This disruption is detrimental to the learning environment. Additionally, concerns around indoor air quality has been heightened as witnessed by increased work orders from school's staff. The maintenance team has to respond to the crisis which takes them away from away from preventive maintenance operations throughout the school district. Ideally, the re-roofing project will occur during the summer of 2020. If the BEST Grant isn't successful, then the School District will reallocate funds that are slated for other critical projects to see this project to fruition.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

N/A

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

The roofing contractor will warrant the project for three years following the completion of the project and will be responsible for any roof related issues that arise during that time period. Towards the end of the workmanship warranty period, Cave Consulting Group, School District personnel and the roofing contractor will inspect the entire roof for deficiencies which the contractor will remedy. School District 6 has an roofer on staff that has over 40 years of roofing experience that is well versed in all types of roofing systems and repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. 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. The roofing manufacturer will warrant the project for a period of ten years.

During the 2017-2018 school year, approximately 12% of the general fund mill levy override funds were allocated to deferred maintenance projects, specifically roof partial or full replacements at Madison, Meeker, and Jackson Elementary Schools and Franklin Middle School. In the 2018-2019 school year, approximately 32% of the mill levy override funds have been allocated to deferred maintenance projects. In 2019-2020, the District expects to spend approximately 22% of the MLO funding to support capital needs, including full or partial roof replacements at Martinez, Shawsheen, and Centennial Elementary Schools as well as Franklin Middle School. In addition to the General Fund support, the Capital Projects fund has supported over \$13 million on district facilities over the last three years. At the end of the 2018-2019 fiscal year, there was over a \$6.5 million fund balance in the Capital Projects Fund supporting ongoing deferred maintenance projects. This available balance is just a fraction of the \$1 billion in deferred maintenance needs as determined by the Facility Master Study. Nevertheless, this money over time has been set aside to address the growing list of significant maintenance repairs, health and safety concerns, and code compliance issues identified by facility assessments. When the project is completed, the District will continue to transfer a minimum of \$2.5 million of the General Fund annually for the continued preventative maintenance of systems and infrastructure for the facilities.

The District passed a \$395 million bond issue in November 2019. These funds will assist in addressing approximately a third of the deferred maintenance needs, which we would expect to see savings in repair and maintenance costs. These savings would, in turn, help to ensure the sustainability of these funds for a preventative maintenance plan and will be reflected in the District's maintenance department budget as well as the Capital Projects Fund.

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Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The architecture firm of Achison and Kloverstrom designed Park-Washington Elementary in the early 1950s. With subsequent additions and the desire to honor community members, the name was changed to Martinez Elementary School. The surrounding neighborhood was rapidly developing, which demonstrated the support for a new school in the area. Over the preceding decades, the school was added on to multiple times (1967, 1988, and 2002) to meet the demands of the growing population and ever-evolving education standards. The expansions were accomplished through the addition of modular pre-fabricated classrooms.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Although the district has had limited funding to support capital improvements, projects have been prioritized that have significant needs. As a result, Martinez Elementary School has had some priorities that have been addressed. In 2017, Martinez received a new boiler, constant and ongoing roof repairs, a new cafeteria floor due to areas of wear, a new playground was added to accommodate the expansion of the preschool program, and minor renovations were conducted to also accommodate the preschool expansion.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

District Capital Project Funds are carefully managed and maintained to cover emergency maintenance needs, operations, facility upgrades, and progress towards the district's master plan goals. Because the Martinez Elementary roof has exceeded its useful life, and was identified as needing to be replaced immediately as indicated in the Facility Master Plan, our normal budgetary operations cannot sustain the maintenance needed to continue to repair the roof. The district was successful in passing a Mill Levy Override in November 2017. Because of the successful campaign, Weld County School District 6 is able to commit the 53% required match for the BEST grant application and not submit a waiver.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Weld County School District 6 budgeted approximately \$200 per student for the 2019-2020 fiscal year to maintain and support deferred maintenance, which accounted for approximately \$4.5 million. This budget is consistent with the prior year and was developed to cover the most egregious of the identified maintenance needs. The budget did not cover the costs of systems that have emergency breakdowns during the school year. The District has repeatedly relied upon its dwindling cash reserves for these emergency purposes. Over the years, the District has been forced into deferring the majority of costs associated with system replacement in order to focus on the academics of students. The decision to fund the replacement of Martinez Elementary School's roof was decided upon before the passing of the bond in November 2019. Therefore, the cost allocations when determining the funding to request voter approval were not included.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$301,825.07	CDE Minimum Match %:	53
Current Applicant Match:	\$340,355.93	Actual Match % Provided:	53
Current Project Request:	\$642,181.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	The District's match will be supported by the General Fund's Mill Levy Override dollars.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$642,181.00	Escalation %:	4

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Affected Sq Ft:	51,600	Construction Contingency %:	6
Affected Pupils:	497	Owner Contingency %:	1
Cost Per Sq Ft:	\$12.45	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$11.45	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,292	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	105	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	22,250	Bonded Debt Approved:	\$403,200,000
Assessed Valuation:	\$2,640,389,162	Year(s) Bond Approved:	12,19
PPAV:	\$118,669	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$21,392,729	Year(s) Bond Failed:	
Median Household Income:	\$54,321	Outstanding Bonded Debt:	\$437,420,277
Free Reduced Lunch %:	62.1	Total Bond Capacity:	\$528,077,832
Existing Bond Mill Levy:	8.846	Bond Capacity Remaining:	\$90,657,555
3yr Avg OMFAC/Pupil:	\$2,092.06		

● **Facilities Impacted by this Grant Application** ●

ADAMS 12 FIVE STAR SCHOOLS - Northglenn High School Roof Replacement - Northglenn HS - 1965

District:	Auditor - Adams 12
School Name:	Northglenn HS
Address:	601 WEST 100TH PLACE
City:	NORTHGLENN
Gross Area (SF):	261,843
Number of Buildings:	3
Replacement Value:	\$75,349,235
Condition Budget:	\$47,546,365
Total FCI:	0.63
Adequacy Index:	0.17



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$12,022,984	\$11,199,868	0.93
Equipment and Furnishings	\$2,038,068	\$1,909,279	0.94
Exterior Enclosure	\$6,145,265	\$3,480,988	0.57
Fire Protection	\$28,599	\$2,760,355	96.52
Furnishings	\$2,357,837	\$108,406	0.05
HVAC System	\$15,807,845	\$14,341,955	0.91
Interior Construction and Conveyance	\$13,217,559	\$8,285,028	0.63
Plumbing System	\$4,036,318	\$3,097,256	0.77
Site	\$8,082,491	\$4,956,172	0.61
Special Construction	\$106,296	\$106,296	1.00
Structure	\$11,505,974	\$41,476	0.00
Overall - Total	\$75,349,235	\$50,287,079	0.67

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS 12 FIVE STAR SCHOOLS

County: Adams

Project Title: Northglenn High School Roof Replacement

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

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

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

Adams 12 Five Star Schools is the sixth largest public school district in Colorado with nearly 39,000 students. Northglenn HS is the oldest of the district's five high schools and serves a diverse community of 2,039 ninth through twelfth grade students with 56% receiving free or reduced lunch. A renewed focus on academic success has seen Northglenn's graduation rates increase from 69% in 2010 to 88% in 2019. Northglenn has made three consecutive years of improvement in its school performance rating assigned by the Colorado Department of Education, and is now less than five points away from earning Performance school status -- the state's highest designation. The school boasts a state of the art STEM program that focuses on the four tenets of STEM education: Problem-based Learning, 21st Century Skills, Inquiry-based Learning, and Transdisciplinary Lenses.

The 270,000 sf building consists of a two-story classroom building with several adjacent one-story sections, and 195,861 square feet of roof. In 2018-2019 these sections underwent a \$13M renovation of the music, art, theater, cafeteria and kitchen spaces. The majority of the roof area consists of a ballasted Built-up-roof system. This roof assembly was part of the original construction in the 1960's and then replaced in sections from 1989-1996. There are two mobile buildings with asphalt shingles over felt whose roofs are original to the 1994 construction. There are also sections of built up roof without ballast, and metal roof that will not be addressed in this project. The affected spaces below this roof type are educational spaces including classrooms, library, gymnasium, cafeteria, auditorium, and computer labs. These areas are affected by regular, unpredictable roof leaks that damage the finishes including ceiling tiles, carpet, casework and paint.

Deficiencies Associated with this Project:

The built-up roofing systems we are including in the grant application are experiencing failure common to roofs at the end of life. The felts are wearing out in areas, requiring frequent patching that will eventually fail and require more attention. Roof flashings, both base and edge, are deteriorated and pulling apart. The numerous cracks in the flashing allow water to pool and enter the building. The 2014 CDE School Assessment Report quoted a RSLI of 0% with an SCI of 106.41% and a condition budget of \$6,667,862. The roof has been repaired, but the overall condition of the roof has only deteriorated since 2014. The proposed roof replacements sections outlined in the grant application are past or well past their useful lives. The roof sections range from 21 years old to 34 years old. Due to their age, the roof is no longer serviceable and should be replaced as soon as possible. The School District's maintenance team is spread thin and must spend valuable resources to respond to roof leaks at the school. Apart from safety concerns, leaks can cause damage to the school's structure, the building's interior and valuable educational materials. Furthermore, continued leaking can be a distraction to the learning environment as school resources have to be refocused to managing the ongoing leaks.

Proposed Solution to Address the Deficiencies Stated Above:

The school district proposes to remove the existing roof system down to the structural deck and installing a new gravelled built up roof system. New energy efficient insulation will be installed, roof accessories and all sheetmetal will be removed and replaced. The school district prefers this type of system for its unparalleled longevity and the reduced need for our

BEST FY2020-21 GRANT APPLICATION SUMMARIES

maintenance team to make ongoing repairs. New ladders will be installed to ease movement throughout the roof for school district personnel and maintenance. Adams 12's archival information indicated that existing structural decks were designed to accommodate the loads of the proposed roofing systems. At the project's completion, the roofing manufacturer will furnish a three-year workmanship warranty and a ten-year manufacturer's warranty.

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 system.

How Urgent is this Project?

Failures of the current system are frequent and the locations of the failures are unpredictable. Each time a failure occurs there is damage to ceiling tiles and at some locations damage to carpet, drywall, paint and casework. The end-of-life roof covers interior areas that were extensively renovated in 2018-2019, including art rooms, the cafeteria and kitchen areas, the music rooms, and the theater. Technology equipment within the classrooms, library and equipment rooms is at high risk of being destroyed or damaged due to unforeseen leaks. Ceiling light fixtures and data cabling within the plenum space are at risk as well. Continued leaking of the roof system may cause unknown bio-growth within wall systems and/or behind casework. Furthermore, several roof sections are over 1960's era building sections that are known to have asbestos containing materials in concealed spaced, which could be disturbed with continued water exposure. Leaks occurring during school operation times interrupts teaching and learning and can cause dangerous slip conditions at hard floor surfaces. Replacement of the roof system is urgent. Should Northglenn HS not be awarded the BEST Grant, the scope of the project would shift from mostly replacement to renovation. The most severe sections of roof would still be replaced with bond funding, but the other sections would then be renovated to attempt to get another 10 years of remaining life. While most of the roof is at its end of life and warrants replacement, the district may be forced to repair the less-severely damaged, end of life sections and replace only the most severe areas. The district would then continue in a "break-fix" mode until funding became available to replace the end-of-life roofs. The roofing manufacturer will warrant the project for three years, as Cave Consulting Group requires, following the completion of the project and will be responsible for any roof related issues that arise during that time period. Towards the end of the workmanship warranty period, Cave Consulting Group, School District personnel and the roofing contractor will inspect the entire roof for deficiencies which the contractor will remedy. Additionally, selected School District personnel will be trained by the roofing contractor to complete simple roof repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. 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.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Adams 12 Five Star Schools uses a life cycle management approach to assure that equipment and facilities remain in sound operating condition for at least their expected lifetime. This approach starts with a detailed design review of the project and focused quality assurance inspections during construction. Once equipment and facilities are commissioned, they enter our Preventive Maintenance program. Under this program, Preventative Maintenance (PM) Work Orders are automatically generated at regularly scheduled intervals and routed to maintenance technicians assigned to the school where the equipment is located. For roofs, the PM Work Orders are generated annually and include a thorough inspection of the roof with special attention paid to identify "tar-boils", deflection, obstructed drains & vents, ponding of water and holes or cracks in seams and flashing. Work Orders are generated for any deficiencies found during the annual roof inspection. Northglenn HS has been, and will continue to be, included in this process thus assuring maximum life of the project.

Adams 12 Five Star Schools renews its facilities and related equipment from one of two funding sources:

- 1) Capital Reserve Fund that is replenished via annual operating income.
- 2) General Obligation Bonds that we put before our voters when we deem that facility-related financial needs are much greater than the annual budget can realistically fund.

Each year all district equipment and facilities are reviewed to identify those that are approaching the end of their expected

BEST FY2020-21 GRANT APPLICATION SUMMARIES

life. A priority list of renewal projects is then compiled based on this information; some to be funded through the Capital Reserve Fund and others earmarked to be done under a bond. Most roofs in the district are of the Built Up Roof variety and have expected lifetimes of 25-30 years. Due to the long-life expectancy and relatively high cost of roof replacements, most are scheduled to be completed under the next available bond. Should we be awarded a BEST Grant, the new roof at Northglenn HS would be included in our annual review and scheduled for replacement again at the end of its expected life; in or around the year 2045.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The facility was constructed new by Adams 12 Five Star Schools in 1965.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Northglenn High School was originally constructed in 1965 with a gymnasium addition in 1966, a pool addition in 1967, classroom additions in 1968, an auditorium addition in 1977, and a commons and cafeteria addition in 1999. The school had a major interior renovation in two phases in 2018 and 2019, as well as a Plumbing replacement project in 2016 and a major renovation of the pool to a STEM classroom area in 2012. The current roof was built in sections, with the oldest sections dating to 1989, 1990 and 1996, with newer sections re-roofed in 2011 and 2012.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

In November 2016, Adams 12 voters successfully passed ballot issue 3D, awarding the Adams 12 Five Star School District a \$350M bond to fund facilities projects. Prior to the success of the 2016 Bond initiative the District had not passed a bond since 2004 and was unsuccessful at passing Bond initiatives in 2008 and 2014. Prior to the 2016 bond, the District acquired Certificates of Participation (COP) to address critical building needs district wide. Leading up to the bond, the A12 Facilities Department had prioritized projects, based on needs as determined by our life-cycle management data as well as district technicians' input. Those projects that required immediate attention were moved up the priorities list to be funded by the bond, which included a partial roof replacement and renovations of other selected roof sections. Should we be awarded the BEST Grant, we can maximize the investment in the Northglenn HS roof, supplementing the bond dollars allocated to replace the most deficient sections of roof with grant dollars to replace those sections that were previously scheduled for renovation and less than 5 years of remaining service life.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Adams 12 Five Star Schools renews its facilities and related equipment from a Capital Reserve Fund that is replenished via annual operating income. Each year all district equipment and facilities are reviewed to identify those that are approaching the end of their expected life. A priority list of renewal projects is then compiled based on this information; some to be funded through the Capital Reserve Fund.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$1,743,516.22	CDE Minimum Match %:	63
Current Applicant Match:	\$2,968,689.78	Actual Match % Provided:	63
Current Project Request:	\$4,712,206.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Nov. 2016 Bond Election
Total of All Phases:	\$4,712,206.00	Escalation %:	4
Affected Sq Ft:	165,012	Construction Contingency %:	6

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Affected Pupils:	2,064	Owner Contingency %:	1
Cost Per Sq Ft:	\$28.56	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.49	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$27.07	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$2,283	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	131	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	37,242	Bonded Debt Approved:	\$350,000,000
Assessed Valuation:	\$3,347,155,671	Year(s) Bond Approved:	16
PPAV:	\$89,876	Bonded Debt Failed:	\$220,000,000
Unreserved Gen Fund 18-19:	\$26,117,868	Year(s) Bond Failed:	14
Median Household Income:	\$77,109	Outstanding Bonded Debt:	\$485,570,000
Free Reduced Lunch %:	37.5	Total Bond Capacity:	\$669,431,134
Existing Bond Mill Levy:	21.665	Bond Capacity Remaining:	\$183,861,134
3yr Avg OMFAC/Pupil:	\$2,957.64		

● **Facilities Impacted by this Grant Application** ●

SCHOOL DISTRICT 27J - North Elementary School Roof Replacement - North ES - 1998

District:	Auditor - School District 27J
School Name:	North ES
Address:	89 NORTH 6TH AVENUE
City:	BRIGHTON
Gross Area (SF):	49,737
Number of Buildings:	1
Replacement Value:	\$13,325,806
Condition Budget:	\$6,729,150
Total FCI:	0.50
Adequacy Index:	0.14



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,187,719	\$1,785,216	0.82
Equipment and Furnishings	\$449,680	\$562,100	1.25
Exterior Enclosure	\$1,545,456	\$519,742	0.34
Fire Protection	\$31,987	\$456,161	14.26
HVAC System	\$3,016,257	\$1,498,852	0.50
Interior Construction and Conveyance	\$2,362,253	\$1,250,014	0.53
Plumbing System	\$322,966	\$21,136	0.07
Site	\$1,318,860	\$1,079,153	0.82
Structure	\$2,090,628	\$0	0.00
Overall - Total	\$13,325,806	\$7,172,374	0.54

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: SCHOOL DISTRICT 27J

County: Adams

Project Title: North Elementary School Roof Replacement

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why: N/A

Project Type:

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

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

School District 27J, or 27J Schools is a Colorado Public School District that encompasses several jurisdictions including; Brighton, Commerce City, Thornton, and Lochbuie covering approximately 215 sq. miles northeast of Denver, CO. The District continues to grow and currently serves the following schools:

- 12 Elementary Schools (13 in 2020)
- 5 Middle Schools
- 3 High Schools
- 1 Alternative School
- 5 Charter Schools

27J Schools educates over 18,000 students with the mission to ensure that ALL students have the knowledge, skills, and attitudes needed for present and future competence and success. Of the district's 26 facilities, including charter schools, the operations department elected to choose North Elementary school as a candidate for a BEST grant due to the lack of funding to address the school's much needed capital improvements and repairs. Originally constructed in 1998, many of the school's components are nearing their useful life term and will need to be addressed in the near future.

Deficiencies Associated with this Project:

The roof condition at North Elementary School has been precipitately deteriorating for some time and has begun to show signs of failure within the last several years. Currently, there are numerous leaks throughout the school, most notably in the library and the media center.

During the application team's initial investigation, it was discovered that after a brief period of snowfall, the ceiling located in the storage closest to the west of the kitchen collapsed due to excessive water intrusion caused by the leaking roof above. Thankfully, this area is not occupied by students and staff, otherwise the results could have been devastating.

The roofing system has been in place since the building was originally constructed in 1998 and is past its useful life, is no longer serviceable, and should be replaced as soon as possible. Apart from safety concerns, continued leaks can cause damage to the school's structure, provide a pathway for unwanted water intrusion, and damage the building's interior and valuable educational materials.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Furthermore, continued leaks become a distraction to the learning environment by impeding student's abilities to concentrate during instruction and at times requiring teachers to actively rearrange classroom layouts to mitigate the impact of leaking ceiling tiles above on desks and designated learning stations.

Proposed Solution to Address the Deficiencies Stated Above:

The low-slope roofs on the school will be replaced with a fully adhered EPDM system with new insulation, roof accessories and sheetmetal, the existing roof ballast will be re-purposed. The school district prefers this type of system for its longevity, moderate expense and ease of maintenance. New ladders will be installed to ease movement throughout the roof for school district personnel and maintenance. The sloped roofs will be replaced with new standing seam metal over new underlayment.

At the project's completion, the roofing manufacturer will furnish a three-year manufacturer's warranty and a ten-year manufacturer's warranty.

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 system.

How Urgent is this Project?

The roof is past its useful life and shows evident signs of deterioration. Numerous patches and repairs have been ongoing for years in an attempt to postpone replacement. Ideally, the roof should be replaced immediately as to not impact the health and safety of school students and staff.

Unfortunately, without having the budget to cover the entire cost of replacement, the School District depends on a successful BEST grant award to supplement project funding and cannot commit to scheduling the replacement until grant is awarded. Therefore, the School District must defer the project until the Summer of 2021.

If this project happens to not be selected by the BEST grant application committee, the School District will regrettably have to postpone the project until the next successful bond election. That being said, 27J does not have a history of successful bond elections and thus may not be able to address the deficiency for years to come.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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 system.

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

School District 27J takes immense pride in maintaining our facilities. Like many other public school districts, we are all too familiar with stretching limited funds to keep our schools and facilities in safe and working condition.

The School District will require that the contract stipulates that in addition to the manufacturer's warranty, the roofing contractor will warrant the project for three years following the completion of the project and will be responsible for any roof related issues that arise during that time period. Towards the end of the workmanship warranty period, Cave Consulting Group, School District personnel and the roofing contractor will inspect the entire roof for deficiencies which the contractor will remedy.

Additionally, selected School District facilities personnel will be trained by the roofing contractor to complete simple roof repairs. If large roof repairs are required, they will be conducted by a competent, qualified, and licensed roofing contractor. At least two times a year School District facilities personnel will access the roof to perform a thorough inspection, remove debris from drains, drainage scuppers and other areas on the roof.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The school was originally built in 1998 replacing the original Elementary School nearby. There have been no major additions and/or renovations since the school was constructed.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

1. Replaced flooring throughout vestibule, restroom bank at front of school, foyer and cafeteria.
2. Installed energy efficient lighting in gym and cafeteria.
3. Exterior re-caulking.
4. Renovated sped changing room.
5. New furniture throughout.
6. New clock and bell system.
7. Security upgrades including card access, additional cameras, and panic/duress system.
8. Misc. concrete replacement.
9. Misc. asphalt repairs.
10. Exterior waterproofing.
11. Lock box installation for law enforcement.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The remaining deferred maintenance budget from the 2015 bond issuance, capital reserve funds, and the facilities department budget have all been evaluated as potential ways to fund the said re-roofing project. After analyzing each source it was determined that the left over deferred maintenance funds from the 2015 bond would be the most appropriate source of supplemental financing.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The 27J Schools finance department allocates annual budgets according to enrollment and prioritizes by school specific needs. Each school's capital expenditure budgets are comprised of trades and services, purchased services, supplies, and property.

During the 2019-2020 fiscal year, the district allocated \$5,836,967 towards capital expenditures for all school facilities and \$2,409,444 was budgeted for all Elementary Schools. Of the \$2,409,444, only \$129,656 was set aside for North Elementary School, or approximately 5% of the total Elementary School capital budget making it the most under-funded Elementary School building district-wide.

In terms of FTE, North Elementary School had \$8,644 set aside $[(\$129,656) / (15 \text{ FTE})]$, whereas the district-wide Elementary School allocation of the capital budget expressed in dollars per FTE was \$7,032. The number of FTE appears to be skewing this equation, since North Elementary School's FTE value (15) is less than half of the average across all Elementary Schools (31).

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$554,099.18	CDE Minimum Match %:	49
Current Applicant Match:	\$532,369.81	Actual Match % Provided:	49

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Current Project Request:	\$1,086,469.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2015 Bond Election
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,086,469.00	Escalation %:	4
Affected Sq Ft:	36,550	Construction Contingency %:	6
Affected Pupils:	289	Owner Contingency %:	3
Cost Per Sq Ft:	\$29.73	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.41	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$28.32	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$3,759	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	168	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	18,483	Bonded Debt Approved:	\$248,000,000
Assessed Valuation:	\$1,738,286,164	Year(s) Bond Approved:	15
PPAV:	\$94,048	Bonded Debt Failed:	\$148,000,000
Unreserved Gen Fund 18-19:	\$22,498,110	Year(s) Bond Failed:	14
Median Household Income:	\$91,283	Outstanding Bonded Debt:	\$346,520,000
Free Reduced Lunch %:	34.7	Total Bond Capacity:	\$347,657,233
Existing Bond Mill Levy:	22.069	Bond Capacity Remaining:	\$1,137,233
3yr Avg OMFAC/Pupil:	\$4,930.02		

● **Facilities Impacted by this Grant Application** ●

WESTMINSTER PUBLIC SCHOOLS - ECC - Gregory Hill Roof Replacement - Gregory Hill Preschool - 1961

District:	Auditor - Westminster Public Schools
School Name:	Gregory Hill Preschool
Address:	8030 IRVING STREET
City:	WESTMINSTER
Gross Area (SF):	23,310
Number of Buildings:	1
Replacement Value:	\$8,382,000
Condition Budget:	\$4,234,310
Total FCI:	0.51
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$908,073	\$899,835	0.99
Equipment and Furnishings	\$176,380	\$193,496	1.10
Exterior Enclosure	\$1,015,333	\$783,413	0.77
Fire Protection	\$1,160	\$248,401	214.17
HVAC System	\$1,591,336	\$932,916	0.59
Interior Construction and Conveyance	\$1,827,731	\$717,102	0.39
Plumbing System	\$332,036	\$314,880	0.95
Site	\$1,129,520	\$425,494	0.38
Structure	\$1,400,431	\$0	0.00
Overall - Total	\$8,382,000	\$4,515,537	0.54

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: WESTMINSTER PUBLIC SCHOOLS

County: Adams

Project Title: ECC - Gregory Hill Roof Replacement

Applicant Previous BEST Grant(s): 12

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

If Yes, please explain why: Funding and urgency

Project Type:

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

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

The Early Childhood Center at Gregory Hill is home to approximately 2483 students. This school is included in the district's master plan. Operating budgets have been reduced significantly since 2004. Budget funding across the district has been reduced due to reduction in student count. Our last successful bond election was in 2006 for \$98 million which was the maximum allowed. Those dollars were invested in the construction of two new buildings and multiple mechanical upgrades throughout the district. 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. It was decided by the School Board to not pursue another bond election since then. With the new code requirements from the State of Colorado Division of Fire Safety IEBC 707.3.2 will require us to complete a structural analysis of the roof and any structural repairs as identified. Those identified repairs will be completed through scheduled work summer of 2020.

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 with a new EPDM fully adhered roofing system and structural upgrades to include:

- Rough carpentry at curbs and perimeter
- General Conditions, Insurance
- 245 SQ EPDM Membrane and Flashings
- Setup
- Tear off/Misc. Labor
- Low Rise and Bonding Adhesive
- Tapered Insulation System

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- 6" Isocyanurate Insulation
- ½" DensDeck Cover Board
- Pavers and Walkpads
- Roof Coating
- Sheet Metal Flashing
- Painting of misc. surfaces impacted from the project
- New overflow scuppers as required
- 30 year warranty. Cost is included in the project
- All structural repairs according to the approved drawings

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
- Assist with "punch list" and warrant issues

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. 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.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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 \$50,000 to roof repairs and preventive maintenance annually, which it uses to contract out roof repairs as needed for all its roofs.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

This is a school facility that was built new for the district in 1960. This project is for replacement of the roof which is leaking and beyond all warranties.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The structure is gypsum deck

There are no additional visible issues with the integrity of the structure. Except for those identified in the structural analysis from the Engineering Firm Martin/Martin and identified upgrades in the drawings to meet the 707.3.2 code requirements.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

N/A

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

None

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Westminster Public Schools Capital Funding budgets is at \$204.00 per student. This budget is used to provide funding to all our Capital Project needs that include but are not limited to Roofing, HVAC upgrades, Life Safety Projects, ie: Fire Alarms, Intercoms, etc. Also electrical upgrades and ADA accessible projects are just to name a few.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$376,577.50	CDE Minimum Match %:	50
Current Applicant Match:	\$376,577.50	Actual Match % Provided:	50
Current Project Request:	\$753,155.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Restricted Funds
Future Grant Requests:	\$0.00		
Total of All Phases:	\$753,155.00	Escalation %:	6
Affected Sq Ft:	24,500	Construction Contingency %:	2.5
Affected Pupils:	248	Owner Contingency %:	2.5
Cost Per Sq Ft:	\$30.74	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.04	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$29.70	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$3,037	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	94	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	8,416	Bonded Debt Approved:	
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BEST FY2020-21 GRANT APPLICATION SUMMARIES

Assessed Valuation:	\$926,790,841	Year(s) Bond Approved:	
PPAV:	\$110,122	Bonded Debt Failed:	\$20,000,000
Unreserved Gen Fund 18-19:	\$19,971,873	Year(s) Bond Failed:	14
Median Household Income:	\$56,816	Outstanding Bonded Debt:	\$64,515,000
Free Reduced Lunch %:	80.5	Total Bond Capacity:	\$185,358,168
Existing Bond Mill Levy:	12.676	Bond Capacity Remaining:	\$120,843,168
3yr Avg OMFAC/Pupil:	\$1,894.61		

● **Facilities Impacted by this Grant Application** ●

WESTMINSTER PUBLIC SCHOOLS - ELC - FM Day - Roof Replacement - F.M. Day ES - 1960

District:	Auditor - Westminster Public Schools
School Name:	F. M. Day ES
Address:	1740 JORDAN DRIVE
City:	DENVER
Gross Area (SF):	34,250
Number of Buildings:	2
Replacement Value:	\$9,406,432
Condition Budget:	\$7,203,818
Total FCI:	0.77
Adequacy Index:	0.10



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,648,615	\$1,958,167	1.19
Equipment and Furnishings	\$297,254	\$371,567	1.25
Exterior Enclosure	\$1,508,402	\$992,443	0.66
Fire Protection	\$12,052	\$515,192	42.75
HVAC System	\$1,288,097	\$1,183,172	0.92
Interior Construction and Conveyance	\$1,627,676	\$1,360,805	0.84
Plumbing System	\$410,776	\$471,198	1.15
Site	\$1,429,026	\$853,531	0.60
Structure	\$1,184,535	\$0	0.00
Overall - Total	\$9,406,432	\$7,706,075	0.82

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: WESTMINSTER PUBLIC SCHOOLS

County: Adams

Project Title: ELC - FM Day - Roof Replacement

Applicant Previous BEST Grant(s): 12

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

If Yes, please explain why:

Project Type:

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

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

The Early Learning Center at FM Day is home to approximately 333 students. This school is included in the district's master plan. Operating budgets have been reduced significantly since 2004. Budget funding across the district has been reduced due to reduction in student count. Our last successful bond election was in 2006 for \$98 million which was the maximum allowed. Those dollars were invested in the construction of two new buildings and multiple mechanical upgrades throughout the district. 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. It was decided by the School Board to not pursue another bond election since then. With the new code requirements from the State of Colorado Division of Fire Safety IEBC 707.3.2 will require us to complete a structural analysis of the roof and any structural repairs as identified. Those identified repairs will be completed through scheduled work summer of 2020.

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 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, gym and outbuilding with a new EPDM fully adhered roofing system and structural upgrades to include:

- Rough carpentry at curbs and perimeter
- General Conditions, Insurance
- 310 SQ EPDM Membrane and Flashings
- Setup
- Tear off/Misc. Labor
- Low Rise and Bonding Adhesive
- Tapered Insulation System

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- 6" Isocyanurate Insulation
- ½" DensDeck Cover Board
- Pavers and Walkpads
- Roof Coating
- Sheet Metal Flashing
- Painting of misc. surfaces impacted from the project
- New overflow scuppers as required
- 30 year warranty. Cost is included in the project
- All structural repairs according to the approved drawings

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
- Assist with "punch list" and warrant issues

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. 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.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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 \$50,000 to roof repairs and preventive maintenance annually, which it uses to contract out roof repairs as needed for all its roofs. Currently there are 23 sites at Westminster Public Schools

The district has the following roof replacement plan in place, pending funding:

2020 – Early Learning Center at Gregory Hill

BEST FY2020-21 GRANT APPLICATION SUMMARIES

2021- FM Day

2022- Skyline Vista

2023- Colorado STEM Academy

2024- Sherrelwood Elementary

2025-Auxiliary Services, Purchasing and South Annex

2026-Shaw Primary and Orchard Court

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.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

This is a school facility that was built new for the district in 1960. This project is for replacement of the roof which is leaking and beyond all warranties.

The structure is gypsum deck

There are no additional visible issues with the integrity of the structure. Except for those identified in the structural analysis from the Engineering Firm Martin/Martin and identified upgrades in the drawings to meet the 707.3.2 code requirements.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

N/A

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

None

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Westminster Public Schools Capital Funding budget is at \$204.00 per student. This budget is used too provide funding to all our Capital Project needs that include but are not limited to Roofing, HVAC upgrades, Life Safety Projects, ie: Fire Alarms, Intercoms, etc., Electrical Upgrades and ADA Accessible projects to name a few

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$523,599.50	CDE Minimum Match %:	50
Current Applicant Match:	\$523,599.50	Actual Match % Provided:	50
Current Project Request:	\$1,047,199.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Restricted Funds
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,047,199.00	Escalation %:	10

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Affected Sq Ft:	33,300	Construction Contingency %:	3.5
Affected Pupils:	333	Owner Contingency %:	3.5
Cost Per Sq Ft:	\$31.45	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.79	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$29.66	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$3,145	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	93	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	8,416	Bonded Debt Approved:	
Assessed Valuation:	\$926,790,841	Year(s) Bond Approved:	
PPAV:	\$110,122	Bonded Debt Failed:	\$20,000,000
Unreserved Gen Fund 18-19:	\$19,971,873	Year(s) Bond Failed:	14
Median Household Income:	\$56,816	Outstanding Bonded Debt:	\$64,515,000
Free Reduced Lunch %:	80.5	Total Bond Capacity:	\$185,358,168
Existing Bond Mill Levy:	12.676	Bond Capacity Remaining:	\$120,843,168
3yr Avg OMFAC/Pupil:	\$1,894.61		

● **Facilities Impacted by this Grant Application** ●

EAGLE COUNTY RE 50 - Gypsum Creek MS Roof Replacement - Gypsum Creek MS - 2001

District:	Auditor - Eagle County RE-50
School Name:	Gypsum Creek MS
Address:	401 GRUNDEL WAY
City:	GYPSUM
Gross Area (SF):	82,647
Number of Buildings:	1
Replacement Value:	\$24,837,482
Condition Budget:	\$4,773,824
Total FCI:	0.19
Adequacy Index:	0.05



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,156,065	\$1,327,944	0.42
Equipment and Furnishings	\$675,265	\$109,427	0.16
Exterior Enclosure	\$3,513,423	\$30,000	0.01
Fire Protection	\$751,244	\$12,935	0.02
Furnishings	\$594,375	\$0	0.00
HVAC System	\$5,557,526	\$860,831	0.15
Interior Construction and Conveyance	\$4,156,246	\$2,086,761	0.50
Plumbing System	\$1,141,585	\$32,551	0.03
Site	\$2,497,134	\$313,372	0.13
Structure	\$2,794,619	\$0	0.00
Overall - Total	\$24,837,482	\$4,773,821	0.19

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: EAGLE COUNTY RE 50

County: Eagle

Project Title: Gypsum Creek MS Roof Replacement

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

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

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

Serving Pre-K through 12th grade students from Vail to Dotsero, including Red Cliff, McCoy, and Bond. Eagle County Schools is an innovative district comprised of 830 professionals engaging nearly 7,000 students. Our vision is to prepare all of our students to be global-ready graduates, who will be successful in their careers or college experience and contribute to their communities in positive and effective ways. The District benchmarks international top performing schools to model practices that lead to success for all students. We believe that the only way to improve learning outcomes for students is through better instruction. Consequently, we focus our efforts on an instructional core of educators, learners, and standards. All actions, initiatives, and efforts are viewed through this lens with the expectation that they must shape one of these three tenets in order to be effective. We teach the children of Eagle County to have creative and active minds, compassion for others, enthusiasm for lifelong learning, and the courage to act on their dreams.

Gypsum Creek Middle School (GCMS) serves 6th through 8th-grade students in the areas of Dotsero and Gypsum. Gypsum Creek Middle School cultivates a welcoming, caring, safe, and rigorous Culture of Learning for students. With a focus on STEAM education, students at Gypsum Creek Middle School are challenged to think creatively to solve real-world problems while collaborating to meet the needs of the world around them. GCMS practices AVID curriculum schoolwide to foster career and college readiness in all students.

Deficiencies Associated with this Project:

The low-slope ballasted EPDM roofing system dates to the school's original construction in 2001 and is at the end of its useful life. Due to its age, the roof is no longer serviceable and should be replaced as soon as possible. The School District's maintenance team is spread thin and must spend valuable resources to triage roof leaks at the school. Historically, buckets and water diversions have been used to contain leaks, water dripping around electrical wiring and prevent wet floor surfaces. Apart from safety concerns, leaks can cause damage to the school's structure, the building's interior and valuable educational materials. Furthermore, continued leaking is a distraction to the learning environment as school resources have to be refocused to managing the ongoing leaks. Currently, all active leaks are contained, but it's a matter of time before new leaks occur as the current EPDM membrane continues to shrink. See Cave Consulting Group's Roof Survey Report dated March 31, 2017 for additional information.

Proposed Solution to Address the Deficiencies Stated Above:

The low-slope sections of the roof which comprise of 85% of the school's roof surface will be replaced. The low-slope roof on the school will be replaced with a fully adhered 90mil EPDM system including new polyisocyanurate insulation, roof accessories and sheetmetal, including perimeter parapet cap. The school district prefers this type of system for its longevity, moderate expense and ease of maintenance. The existing structural slope is adequate for positive drainage. New ladders will be installed to ease movement throughout the roof for school district personnel and maintenance. The existing standing seam metal roofs are in good condition and will remain in place. The International Building Code Family, The State of Colorado and The Colorado Department of Education Guidelines were adhered to in the design of the new roofing system. At the project's

BEST FY2020-21 GRANT APPLICATION SUMMARIES

completion, the roofing manufacturer will furnish a three-year workmanship warranty and a ten-year manufacturer's warranty.

How Urgent is this Project?

The roofing system is at the end of its useful life and is no longer serviceable and should be replaced as soon as possible. The active roof leaks at the school are a nuisance for staff who have to relocate students to other areas of the building. This disruption is detrimental to the learning environment. The maintenance team has to respond to the crisis which takes them away from preventive maintenance operations throughout the school district. Ideally, the re-roofing project will occur during the summer of 2020. If the BEST Grant isn't successful, then the School District will reallocate funds that are slated for other critical projects to see this project to fruition.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The roofing contractor will warrant the project for three years following the completion of the project and will be responsible for any roof related issues that arise during that time period. Towards the end of the workmanship warranty period, Cave Consulting Group, School District personnel and the roofing contractor will inspect the entire roof for deficiencies which the contractor will remedy. Additionally, selected School District personnel will be trained by the roofing contractor to complete simple roof repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. 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. The roofing manufacturer will warrant the project for a period of ten years.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Eagle County School District constructed the building in 2001. The facility was adequate at the time of construction but has since deteriorated considerably. The roof on the school is at the end of its useful life and needs to be replaced. Due to the harsh high-country conditions, the thickness of the .45 mil ballasted EPDM that was used during initial construction has deteriorated beyond normal roof repairs that our maintenance team can perform. The new roof will meet District standards of a .90 mil EPDM that will be more suitable for our climate.

In the last four years, ECSD has spent countless hours and over \$11,700 repairing the roof. The number of leaks and severity are increasing every year. This is no longer a sustainable option. We have uploaded pictures of all the active leaks in the building. Many of the leaks cause distraction in the classroom and general operations.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

There have been a few capital improvement projects made to GCMS in the past years to make the building suitable for students. In 2017 the following improvements were done to the school; mechanical upgrades, new bleachers were installed due to safety concerns, added access control and security cameras, parking lot repairs to include crack fill and seal coating, and we also added a new STEM classroom. In 2019, we did an outdoor landscaping renovation to the school to add more outdoor activity space.

The school was having major mechanical failures, which is why the upgrades were important. The parking lot repairs were essential to avoid having to do a full replacement in future years. At the time the facility needs were being identified for the bond, we did not have issues with the GCMS roof. We believed the EPDM could sustain longer than it did. However, during the bond, we initiated a District wide roof survey and identified that the GCMS roof condition would require a replacement sooner rather than later. The District has been setting aside capital reserve funds over the last two years to address this. Some matching funds from the BEST grant will allow us to complete this project immediately.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

In November 2016, voters approved a ballot measure authorizing the district to issue \$144 million in general obligation debt

BEST FY2020-21 GRANT APPLICATION SUMMARIES

to fund the capital projects identified in the Facilities Master Plan. The bond enables significant facility upgrades along with our capital reserve funds to ensure our community schools meet the needs of our growing student population.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district has addressed almost \$155M worth of facility needs over the last three years through General Obligation Bonds, Series 2017. There are still

many unfunded facility repairs that are outside of approved bond projects. \$5,862,610 (\$860 per pupil) has been budgeted in FY 2019-2020 in the capital reserve fund to address special projects and break/fix items as well as establish annual replacements for roofs, concrete/asphalt, flooring and HVAC. Capital projects have been identified and ranked based on priority in the Facility Master Plan.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

R value of the roof will increase due to current code regulations which will result in the building being more energy efficient.

Gypsum Creek Middle School 2019 electricity and gas usage costs:

Holy Cross: \$42,188.20

Black Hills Energy: \$27,748.27

Current Grant Request:	\$279,143.52	CDE Minimum Match %:	76
Current Applicant Match:	\$883,954.48	Actual Match % Provided:	76
Current Project Request:	\$1,163,098.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital reserve funds.	
Total of All Phases:	\$1,163,098.00	Escalation %:	4
Affected Sq Ft:	67,400	Construction Contingency %:	6
Affected Pupils:	378	Owner Contingency %:	1
Cost Per Sq Ft:	\$17.26	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.38	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$15.88	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$3,077	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	216	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

Financial Data (School District Applicants)

District FTE Count:	6,491	Bonded Debt Approved:	\$144,000,000
Assessed Valuation:	\$3,240,680,461	Year(s) Bond Approved:	16

BEST FY2020-21 GRANT APPLICATION SUMMARIES

PPAV:	\$499,258	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$12,329,915	Year(s) Bond Failed:	
Median Household Income:	\$84,372	Outstanding Bonded Debt:	\$237,020,000
Free Reduced Lunch %:	37.2	Total Bond Capacity:	\$648,136,092
Existing Bond Mill Levy:	7.303	Bond Capacity Remaining:	\$411,116,092
3yr Avg OMFAC/Pupil:	\$8,732.04		

● **Facilities Impacted by this Grant Application** ●

Atlas Preparatory Middle School - Atlas MS Roof Replacement - North Building - Atlas Prep MS - 1981

District:	Auditor - Harrison 2
School Name:	Atlas Prep MS
Address:	1602 South Murray Blvd
City:	Colorado Springs
Gross Area (SF):	54,153
Number of Buildings:	2
Replacement Value:	\$15,596,292
Condition Budget:	\$4,799,650
Total FCI:	0.31
Adequacy Index:	0.08



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,289,692	\$926,284	0.40
Exterior Enclosure	\$4,660,387	\$2,335,181	0.50
Fire Protection	\$2,700	\$552,759	204.70
HVAC System	\$3,393,205	\$248,676	0.07
Interior Construction and Conveyance	\$1,470,848	\$957,148	0.65
Plumbing System	\$729,713	\$178,568	0.24
Site	\$1,820,158	\$153,793	0.08
Structure	\$1,229,587	\$0	0.00
Overall - Total	\$15,596,292	\$5,352,409	0.34

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: Atlas Preparatory Middle School

County: El Paso

Project Title: Atlas MS Roof Replacement - North Building

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

Atlas Preparatory School opened with its first class of fifth graders in 2009. Since then, Atlas has annually added another class of students and in 2017 we graduated our first class of scholars. Currently, Atlas serves over 970 students in the 5th through 12th grade that are 94% free and reduced lunch, 18% African-American, 14% Caucasian and 68% Hispanic. Atlas aims to retain these low-income students through graduation and provide a rigorous academic program and quality enrichment opportunities, which will sharpen their ability to think, understand and communicate. Our mission is to prepare and empower all students for success on their post-graduate path through educational excellence, character development and community engagement.

Over the years, as the student body has grown, so have the facilities to serve students. In 2009, we started with one 28,980 sq ft building, the North Middle School building that we are applying for support for in this grant. Since then, Atlas has acquired two additional facilities. A 24,751 sq ft building directly behind the original property (South Middle School building) was purchased and renovated in January 2012, and lastly, the 68,182 sq ft high school building was acquired and renovations were completed in July 2013.

The North Middle School building, which is the facility for this grant, current serves 268 students in grades 5-8. Half of our students are located in this building for their daily educational and recreational programming.

Deficiencies Associated with this Project:

The existing .45mil TPO membrane roofing system, which was installed by the building's previous owner, is 15 years old and is at the end of its useful life. Unfortunately, TPO has not exhibited the longevity of other single-ply membranes such as EPDM. In addition, the mil thickness of the TPO on this school is the thinnest on the market, which accelerates the degradation of the roof covering. Due to its age, the roof is not as serviceable as it once was, and repairs are a temporary solution at best. Apart from safety concerns, continued leaks can cause damage to the school's structure, the building's interior and valuable educational materials. Furthermore, roof leaks are a distraction to the learning environment as school resources have to be refocused to managing the leaks. The gutters, downspouts and associated flashing do not meet minimum acceptable roofing standards and will also need to be replaced. The edge metal on the south side of the building above the gutter was installed and integrated into the membrane system in an unsatisfactory way that can allow water to infiltrate the building. The standing seam metal on the north mansards are faded and the metal is loose in several locations. The north side of the building is where the main entrance to the building is and the existing mansard metal could become a hazard to this high traffic area.

Proposed Solution to Address the Deficiencies Stated Above:

The roof on the school will be replaced with a fully adhered 60mil EPDM system including new supplemental insulation, roof accessories and sheetmetal. This type of system is preferred with pre-manufactured metal buildings due to weight restrictions to the structure. In addition, EPDM is ideal for its longevity, moderate expense and ease of maintenance. The standing seam

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metal on the north mansards will also be replaced. The existing metal will be removed down to the substrate, new underlayment installed and a new prefinished standing seam metal system will be installed.

The International Building Code, The State of Colorado and The Colorado Department of Education Guidelines were adhered to in the design of the new roofing system.

At the project's completion, the roofing manufacturer will furnish a three-year manufacturer's warranty and a ten-year manufacturer's warranty.

How Urgent is this Project?

The roofing system is at the end of its useful life, its serviceability is limited and should be replaced within the next two years. Ideally, the reroof project will occur during the summer of 2021. If the BEST Grant isn't successful, then the school will continue to triage the roof until a grant is awarded or other funds become available.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The roofing manufacturer will warrant the project for three years following the completion of the project and will be responsible for any roof related issues that arise during that time period. Towards the end of the workmanship warranty period, Cave Consulting Group, School District personnel and the roofing contractor will inspect the entire roof for deficiencies which the contractor will remedy. Additionally, selected school personnel will be trained by the roofing contractor to complete simple roof repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. At least two times a year school personnel will access the roof to remove debris from drains, gutters, downspouts and other areas on the roof. In addition to the three-year workmanship warranty, a ten-year manufacturer's warranty will be issued.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The property was previously used for another business and not for a public school facility, constructed in 1981. Therefore, the property was in an acceptable condition, but needed to be cosmetically renovated to properly accommodate for classroom, office and cafeteria spaces. Prior to purchase, half of the building was used by another charter school and the other half for businesses. We purchased the North Middle School property in 2008 and began renovations immediately. It became of functioning facility in July 2009. Atlas chose to do a remodel, rather than new build because of limited funding available at the time of opening the school. It was the most economical option and it has served its purpose for more than 10 years.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The North Middle School property was purchased in Fall 2008. It was originally a previous charter school and some business units. Over the course of several months, a portion of the interior was gutted, restructured and renovated in order to create 12 classrooms, 2 computer labs, 8 office spaces, 6 sets of bathrooms, a counseling center, staff lounge and a cafeteria/gym space. The building now has the capacity to serve 270 students. Since the initial remodel, we have made not done any major renovations to the building. We have, however, paid a local roofing company to pour tar at certain locations on the roof to mitigate some of the holes and leaking issues. These fixes have sustained the usable life, but the roof is now approaching 40 years old and replacement is imminent.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Atlas has explored potentially financing the cost of the roof replacement through a loan or spending the next 5 years saving the funds if needed. However, the financing would come at a significant cost due to loan issuance fees and interest. If we were to save over the next 5 years, we are risking further deterioration of a roof past its prime as well as working against escalating cost increases over time. Fortunately, Atlas is eligible for \$150,000 in District bond funds to apply toward this roofing project, which would be over 50% of the required match. We are confident we can secure the remaining \$130,000 to close out the remaining match by utilizing funds from our repair and maintenance reserves.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

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The School receives Charter School Capital Construction funding in the amount of approximately \$287,000 in FY18-19. Based on a total school enrollment of 956 across 5-12, this is about \$398 per student. In addition, Atlas is required to contribute 2.5% of operating expenses to a bond repair and replacement reserve fund, which was approximately \$42,500. This fund currently sits at \$220,000. These funds are allocated from per pupil revenue and can be used by the School for capital projects as needed and replenished at a later date.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$547,172.20	CDE Minimum Match %:	32
Current Applicant Match:	\$257,492.80	Actual Match % Provided:	32
Current Project Request:	\$804,665.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Maintenance Funds and District Bond 2018
Future Grant Requests:	\$0.00		
Total of All Phases:	\$804,665.00	Escalation %:	4
Affected Sq Ft:	34,866	Construction Contingency %:	6
Affected Pupils:	514	Owner Contingency %:	1
Cost Per Sq Ft:	\$23.08	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.41	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$21.67	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,565	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	68	Who owns the Facility?	Charter School

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

Atlas is not planning to use financing at this time if awarded the BEST grant. We are eligible for a District bond fund match to support this project at a total of \$150,000. We would then allocate a portion of our operating funds from our repair and maintenance fund to cover the remaining amount.

Financial Data (Charter Applicants)

Authorizer Min Match %:	45.75	CEFCA or financing attempts:	1
< 10% district bond capacity?	N	Enrollment as % of district:	4.46
Authorizer Bond Attempts:	2	Free Reduced Lunch %	96
Authorizer MLO Attempts:	0	% of PPR on Facilities:	20
Non-BEST Capital Grants:	1	Unreserved Gen Fund % Budget:	40
3yr Avg OMFAC/Pupil:	\$915.92	FY19-20 CSCC Allocation:	\$270,882.20

Who will facility revert to if school ceases to exist?

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In March 2015, Atlas entered the bond market and issued a 30 year bond through BB&T Capital Markets that will mature in 2045. This financing method was pursued to ensure Atlas will be an enduring institution that will continue to serve the surrounding community for many years to come. Therefore, Atlas is committed to these properties indefinitely. However, if Atlas were to relocate, we would sell our current properties. If Atlas were to cease to exist, the properties would serve as collateral on our bonds, so they would be liquidated/sold and the proceeds would be distributed to investors. To date, Atlas has adhered to all bond covenants and maintained the financial security to have no concerns about default.

● **Facilities Impacted by this Grant Application** ●

GUNNISON WATERSHED RE1J - Multiple Roof Replacements ES/MS - Gunnison Community School - 1997

District:	Auditor - Gunnison Watershed RE-1J
School Name:	Gunnison Community School
Address:	1099 NORTH 11TH
City:	GUNNISON
Gross Area (SF):	122,600
Number of Buildings:	1
Replacement Value:	\$36,950,445
Condition Budget:	\$16,600,259
Total FCI:	0.45
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,585,962	\$2,699,230	0.59
Equipment and Furnishings	\$979,654	\$1,224,567	1.25
Exterior Enclosure	\$6,329,139	\$1,255,208	0.20
Fire Protection	\$1,201,358	\$38,804	0.03
Furnishings	\$619,417	\$0	0.00
HVAC System	\$7,897,072	\$5,888,818	0.75
Interior Construction and Conveyance	\$6,200,337	\$3,606,684	0.58
Plumbing System	\$1,914,538	\$417,862	0.22
Site	\$2,360,181	\$1,900,855	0.81
Structure	\$4,862,787	\$0	0.00
Overall - Total	\$36,950,445	\$17,032,028	0.46

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Applicant Name: GUNNISON WATERSHED RE1J

County: Gunnison

Project Title: Multiple Roof Replacements ES/MS

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

Gunnison Watershed School District is geographically the second largest district in the state and includes the towns of Gunnison and Crested Butte as well as smaller communities including Marble, Pitkin, Parlin, Almont, Sargents, and Powderhorn. We have five campuses: PreK/K Lake School in Gunnison, 1st - 8th grades Gunnison Community School (for which this grant is written), 9th - 12th grades Gunnison High School, K-12 Crested Butte Community School, and K-8 Marble Charter School. Our total enrollment is about 2,100 students. Our district's cost of living is the 11th highest of the 178 districts in the state.

We believe that students thrive when they are connected to something bigger than themselves. That's why we create learning experiences that spark curiosity, helping students discover who they are and how to make a difference in the world around them. And as they excel in academics, athletics, and the arts, students find the confidence to pursue any opportunity in life.

Deficiencies Associated with this Project:

The majority of the low-slope roof sections consist of a TPO membrane roofing system, which dates back to original construction in 1997, and has passed its useful life. Unfortunately, TPO has not exhibited the longevity of other single-ply membranes such as EPDM. The useful life of TPO is 15 to 20 years. In addition, TPO's degradation accelerates at high altitude due to intense UV exposure and temperature fluctuations. Due to its age, the roof is not as serviceable as it once was, and repairs are a temporary solution at best. Safety issues result from the placement of buckets throughout both gymnasiums, along the main circulation routes, offices, classrooms and the library. Apart from safety concerns, continued leaks can cause damage to the school's structure, the building's interior, and valuable educational materials. Furthermore, roof leaks are a distraction to the learning environment as school resources have to be refocused to manage the leaks. A portion of the low-slope roof area is fully adhered EPDM, which also dates back to original construction. Although the EPDM roof is within three years of needing replacement, it is more cost effective to reroof that area at the same time as the TPO sections. A small section of the standing seam metal roof will be replaced due to ongoing leak issues, but the remaining sections have several years of life remaining.

The Colorado Department of Education School Report dated September 19, 2018 for the Gunnison ES/MS indicates a System Condition Index (SCI) score of 1.25 for the single-ply membrane roofing. This assessment confirms our knowledge of the extensive leaking problems with the membrane portions of the roof.

Proposed Solution to Address the Deficiencies Stated Above:

We are seeking to reroof the low-slope sections of the roof. Reroofing will eliminate leaks and thereby eliminate the unsafe use of buckets to capture water, water dripping around electrical wiring, and wet floor surfaces. The roof on the school will be replaced with a fully adhered 60mil EPDM system including new polyisocyanurate insulation, roof accessories, and sheetmetal. The school district prefers this type of system for its longevity, moderate expense and ease of maintenance. New

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adders will be installed to ease movement throughout the roof for school district personnel and maintenance. The small standing seam metal roof will be replaced in-kind.

The International Building Code Family, The State of Colorado, and The Colorado Department of Education Guidelines were adhered to in the design of the new roofing system.

How Urgent is this Project?

The roofing system is at the end of its useful life, is no longer serviceable and should be replaced as soon as possible. Numerous repairs have been ongoing for years in an attempt to maximize the longevity of the roof. When the snow-packed roof thaws each spring or when heavy rains occur, rows of buckets are used across both gymnasiums, all along one hallway and section of offices, and at multiple sites in classrooms and the library. The buckets impact both student and staff safety as well as student learning, especially in the gymnasiums where PE can become nothing more than a bucket obstacle course. Classroom and hallway buckets create tripping hazards, and leaks that flow in and around lighting fixtures and network wiring create electrical hazards. If the BEST Grant is awarded, the project will occur during the summer of 2021. If the BEST Grant isn't successful, then the School District will reallocate funds that are slated for other critical projects in order to triage the roof. Additionally, the safety and learning of 723 students and 100 staff occupying this building will continue to be impaired.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The district maintains a ten-year facilities maintenance plan that is updated annually to include all projected capital renewal and maintenance costs. This document and related figures inform annual budgeting for maintenance as well as the amount transferred into capital reserves for capital renewal and new capital projects. The roofing manufacturer will warrant the project for three years following the completion of the project and will be responsible for any roof related issues that arise during that time period. Towards the end of the workmanship warranty period, Cave Consulting Group, School District personnel and the roofing contractor will inspect the entire roof for deficiencies which the contractor will remedy. Additionally, selected school personnel will be trained by the roofing contractor to complete simple roof repairs. If large roof repairs are required, they will be conducted by a competent roofing contractor. At least two times per year school personnel will access the roof to remove debris from drains, gutters, downspouts and other areas on the roof. In addition to the three-year workmanship warranty, a ten-year manufacturer's warranty will be issued.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Gunnison Community School opened in September 1997 as new construction funded by a bond passed in 1995. The facility is now over 22 years old and many systems are reaching their end of life.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

No capital improvements have been completed at this facility in the last three years. The last project was in 2009 when, as part of a district-wide facility improvement project funded by a bond, this facility had a weight room and custodial office/storage space added on.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Federal Department of Agriculture, Forest Service Secure Rural Schools funding has been applied to our capital reserve fund in order to leverage possible grants such as BEST.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Over the past four years the district has transferred annually between \$350,000 and \$1,000,000 to its capital reserve account to save for future capital renewal expenses as well as new capital improvements. In FY20, the \$735,599 transfer equates to \$356 per student district-wide. Our capital renewal budgeting meets the needs outlined in our facilities ten-year plan, including roof maintenance, general facility maintenance, kitchen equipment, HVAC, parking lot, and grounds maintenance. Based on System Condition Index scores and information in CDE BEST School Reports produced in September 2018, the

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district has developed a renewal schedule for facility systems at each of our campuses. Our capital reserve account is funded to meet those ongoing renewal needs.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We project natural gas and electricity expenses district-wide for FY20 to be \$330,645. The improvements in building envelope provided by the new roof's more efficient insulation is anticipated to result in cost savings for heating related natural gas and electricity.

Current Grant Request:	\$493,292.16	CDE Minimum Match %:	64
Current Applicant Match:	\$876,963.84	Actual Match % Provided:	64
Current Project Request:	\$1,370,256.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital reserve fund.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,370,256.00	Escalation %:	4
Affected Sq Ft:	51,148	Construction Contingency %:	6
Affected Pupils:	810	Owner Contingency %:	1
Cost Per Sq Ft:	\$26.79	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.63	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$25.16	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,692	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	151	Who owns the Facility?	District
If owned by a third party, explanation of ownership:	N/A		
If match is financed, explanation of financing terms:	N/A		

Financial Data (School District Applicants)

District FTE Count:	2,024	Bonded Debt Approved:	
Assessed Valuation:	\$663,802,173	Year(s) Bond Approved:	
PPAV:	\$327,966	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$5,338,382	Year(s) Bond Failed:	
Median Household Income:	\$55,435	Outstanding Bonded Debt:	\$49,665,000
Free Reduced Lunch %:	23.8	Total Bond Capacity:	\$132,760,435
Existing Bond Mill Levy:	12.133	Bond Capacity Remaining:	\$83,095,435
3yr Avg OMFAC/Pupil:	\$1,660.86		

● **Facilities Impacted by this Grant Application** ●

MONTEZUMA-CORTEZ RE-1 - Multiple Roof Replacements - Manaugh ES - 1955

District:	Auditor - Montezuma-Cortez RE-1
School Name:	Manaugh ES
Address:	300 EAST 4TH STREET
City:	CORTEZ
Gross Area (SF):	36,600
Number of Buildings:	1
Replacement Value:	\$10,865,197
Condition Budget:	\$7,631,290
Total FCI:	0.70
Adequacy Index:	0.30



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,284,112	\$1,111,400	0.87
Equipment and Furnishings	\$379,883	\$474,854	1.25
Exterior Enclosure	\$1,851,552	\$830,434	0.45
Fire Protection	\$12,173	\$230,754	18.96
HVAC System	\$1,645,025	\$1,786,564	1.09
Interior Construction and Conveyance	\$2,596,355	\$2,073,346	0.80
Plumbing System	\$481,034	\$406,258	0.84
Site	\$1,240,860	\$930,866	0.75
Structure	\$1,374,203	\$4,631	0.00
Overall - Total	\$10,865,197	\$7,849,107	0.72

MONTEZUMA-CORTEZ RE-1 - Multiple Roof Replacements - Mesa ES - 1960

District:	Auditor - Montezuma-Cortez RE-1
School Name:	Mesa ES
Address:	703 W 7th Street
City:	Cortez
Gross Area (SF):	49,200
Number of Buildings:	1
Replacement Value:	\$12,997,372
Condition Budget:	\$8,835,843
Total FCI:	0.68
Adequacy Index:	0.27



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,775,039	\$1,632,575	0.92
Equipment and Furnishings	\$524,411	\$596,100	1.14
Exterior Enclosure	\$2,207,533	\$780,723	0.35
Fire Protection	\$12,801	\$479,801	37.48
HVAC System	\$1,798,445	\$1,585,401	0.88
Interior Construction and Conveyance	\$2,697,516	\$2,098,926	0.78
Plumbing System	\$650,996	\$642,079	0.99
Site	\$1,715,104	\$1,487,106	0.87
Structure	\$1,615,528	\$0	0.00
Overall - Total	\$12,997,372	\$9,302,711	0.72

● **Facilities Impacted by this Grant Application** ●

MONTEZUMA-CORTEZ RE-1 - Multiple Roof Replacements - Kemper ES – 1959 **2009 Modeled Data**

District:	z. Montezuma-Cortez RE-1
School Name:	Kemper ES
Address:	620 EAST MONTEZUMA
City:	CORTEZ
Gross Area (SF):	42,674
Number of Buildings:	2
Replacement Value:	\$10,870,494
Condition Budget:	\$8,449,472
Total FCI:	0.78
Adequacy Index:	



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,022,576	\$1,124,833	1.10
Equipment	\$35,013	\$38,514	1.10
Exterior Enclosure	\$2,072,071	\$1,496,036	0.72
Fire Protection	\$226,918	\$307,357	1.35
Furnishings	\$111,320	\$122,452	1.10
HVAC System	\$2,207,863	\$2,539,412	1.15
Interior Construction and Conveyance	\$2,055,538	\$1,290,761	0.63
Plumbing System	\$491,777	\$540,955	1.10
Site	\$1,122,661	\$989,153	0.88
Special Construction	\$0	\$0	0.00
Structure	\$2,613,120	\$0	0.00
Overall - Total	\$11,958,856	\$8,449,473	0.71

MONTEZUMA-CORTEZ RE-1 - Multiple Roof Replacements - Cortez MS – 1948 **2009 Modeled Data**

District:	z. Montezuma-Cortez RE-1
School Name:	Cortez MS
Address:	450 W 2nd Street
City:	Cortez
Gross Area (SF):	156,125
Number of Buildings:	2
Replacement Value:	\$46,868,986
Condition Budget:	\$28,401,978
Total FCI:	0.61
Adequacy Index:	



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,492,246	\$1,231,163	0.27
Equipment	\$201,082	\$221,190	1.10
Exterior Enclosure	\$9,231,447	\$4,348,050	0.47
Fire Protection	\$1,067,187	\$1,174,595	1.10
Furnishings	\$489,990	\$538,989	1.10
HVAC System	\$10,699,773	\$10,865,522	1.02
Interior Construction and Conveyance	\$8,894,844	\$7,725,152	0.87
Plumbing System	\$2,154,825	\$137,535	0.06
Site	\$4,209,537	\$2,118,683	0.50
Special Construction	\$0	\$0	0.00
Structure	\$10,116,290	\$41,098	0.00
Overall - Total	\$51,557,219	\$28,401,977	0.55

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Applicant Name: MONTEZUMA-CORTEZ RE-1

County: Montezuma

Project Title: Multiple Roof Replacements

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

The Re-1 School District continues to be faced with declining enrollment each school year and is one of the lowest funded Per Pupil Operating Revenue (PPOR) districts (\$ 8,229.71 per student in 2019-2020) in the state of Colorado. As a comparison, all of our surrounding districts are funded at a higher rate. Due to our PPOR and the failure to pass two local Mill Levys with the voters, the District continues to struggle financially. The District has the bare minimum fiscal amount in reserve based off of TABOR requirements and continues to be on the verge of budgeting in the deficit. It is currently reviewing staffing needs and may need to reduce staff positions in the 2020-2021 school years due to less funding from the State of Colorado.

The Re-1 School District is in Priority improvement status with the Colorado Department of Education due to low test scores. We are experiencing some areas of academic improvement at some of the schools, and our goal is to improve the student learning in all schools in the district. The Montezuma-Cortez School District is very diverse, with approximately

Deficiencies Associated with this Project:

This request is in regard to replacing roofing membranes and systems which are out of warranty and of materials that are allowing more leaks, with repairs that are time consuming for a limited staff. It is now time to address the most vulnerable areas and building contents. Also, more insulation is needed.

Proposed Solution to Address the Deficiencies Stated Above:

Please refer to attached document 'Roofing Guidelines.' The roof membranes and systems will be removed down to existing roof insulation layers, inspect for wet insulation or damage, replace as needed. Additional insulation will be added to achieve an Rvalue of min. 30R. A recommendation for interior building may be recommended. A 45 mil.

SM light color membrane will be installed over new added insulation with a 1/2 in gyp prime board.

How Urgent is this Project?

The building roofs listed above are beyond service requiring a relentless patching effort. Roof replacements have been ongoing. Additions to buildings have been made in recent years with available funds, but replacement of older roofs are now a necessity to protect the building structures and contents.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The roofing and insulation to be specified will require a 30 year warrantee. The Architect is reviewing all the roofs in the District. A yearly budget amount will be identified to agree with a 20 year replacement plan for each new roof. This will allow

BEST FY2020-21 GRANT APPLICATION SUMMARIES

a yearly Budget number to be committed to address a predetermined number of square feet of building roof replacement. Walk pads to roof top equipment will be installed with each new roof to accommodate maintenance of roof top equipment. Roofs will be reviewed for possible maintenance requirements on a month by month basis. See Guidelines.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

N/A

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

N/A

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The school district campaigned for a Mill Levy increase two times in the past three years (2017 and 2019) and we were not successful as the voters did not approve our requests. While we understand we live in a rural community with a high Free and Reduced Lunch percentage, we believe we did everything possible to seek additional funding for the school district. As a result of this, the failure of the two Mill Levy proposals increased the District's financial burden and negatively impacted our current and future capital reserve budget.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

We develop a 5 year plan of projects and priorities and work to be proactive, rather than reactive for needs of our facilities. We separate into the categories of safety, athletics, grounds/parking, flooring, heating and cooling, and general equipment. We have had years where there was only \$100,000 (\$36.62/FTE) available to allocate to the fund and we have been increasing that amount to \$700,000 (\$256.36/FTE) for 2019-2020. While we were able to increase this amount for the 2019-2020 school year, our future projections show this reserve decreasing significantly by \$200,000 or more for the next several years. The list of deficiencies has decreased with the additional funding and a \$500,000 (\$183.12/FTE) contribution is planned for the future. We do not allocate based on a per student ratio, and find that round figures are easier to manage. By only having this range of funds available, we will never be able to set aside enough money for major renovations, such as roof replacement.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Based on the consultation of our maintenance department, roofing contractors, and our school district accountant, replacing 43,302 s.f. of roofing on our buildings with an R-30 or more insulation factor, would decrease our utility bills by at least 10%. The majority of the old roof replacement areas have an R- value of 15 or less.

Our combined annualized energy utility costs for the six buildings from July 2018 to June 2019 is: \$192,993.24.

- \$63,128.73 for natural gas

- \$129,864.51 for electricity

We estimate an annual savings in heating costs of at least \$19,300.00 with the new R-30 factor in our roofs.

Current Grant Request:	\$421,359.84	CDE Minimum Match %:	55
Current Applicant Match:	\$514,995.36	Actual Match % Provided:	55
Current Project Request:	\$936,355.20	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		The sole funding source for this project will be drawn from our Capital Reserve Funds.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Total of All Phases:	\$936,355.20	Escalation %:	10
Affected Sq Ft:	75,461	Construction Contingency %:	10
Affected Pupils:	1,580	Owner Contingency %:	0
Cost Per Sq Ft:	\$12.41	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.80	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$11.61	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$593	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	48	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	2,661	Bonded Debt Approved:	\$21,250,000
Assessed Valuation:	\$576,557,398	Year(s) Bond Approved:	12
PPAV:	\$216,669	Bonded Debt Failed:	\$3,400,000
Unreserved Gen Fund 18-19:	\$7,066,413	Year(s) Bond Failed:	11
Median Household Income:	\$42,951	Outstanding Bonded Debt:	\$1,490,000
Free Reduced Lunch %:	60.1	Total Bond Capacity:	\$115,311,480
Existing Bond Mill Levy:	2.598	Bond Capacity Remaining:	\$113,821,480
3yr Avg OMFAC/Pupil:	\$2,005.85		

● **Facilities Impacted by this Grant Application** ●

SOUTH ROUTT RE 3 - HS East Section & ES Roof Replacement - S. Routt ES - 1950

District:	Auditor - South Routt RE-3
School Name:	S. Routt ES
Address:	448 MAIN STREET
City:	YAMPA
Gross Area (SF):	37,720
Number of Buildings:	1
Replacement Value:	\$8,836,982
Condition Budget:	\$3,703,757
Total FCI:	0.42
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,229,919	\$1,147,072	0.93
Equipment and Furnishings	\$282,528	\$256,354	0.91
Exterior Enclosure	\$1,319,386	\$235,425	0.18
Fire Protection	\$1,864	\$275,311	147.70
Furnishings	\$103,881	\$129,851	1.25
HVAC System	\$1,342,599	\$50,698	0.04
Interior Construction and Conveyance	\$1,996,955	\$831,513	0.42
Plumbing System	\$486,052	\$356,137	0.73
Site	\$827,115	\$663,921	0.80
Structure	\$1,246,684	\$32,784	0.03
Overall - Total	\$8,836,982	\$3,979,066	0.45

SOUTH ROUTT RE 3 - HS East Section & ES Roof Replacement - Soroco HS/MS - 1948

District:	Auditor - South Routt RE-3
School Name:	Soroco HS/MS
Address:	305 SOUTH GRANT STREET
City:	OAK CREEK
Gross Area (SF):	96,031
Number of Buildings:	3
Replacement Value:	\$27,929,038
Condition Budget:	\$14,392,813
Total FCI:	0.52
Adequacy Index:	0.11



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,926,316	\$4,006,631	1.02
Equipment and Furnishings	\$400,878	\$351,447	0.88
Exterior Enclosure	\$4,163,056	\$1,438,384	0.35
Fire Protection	\$440,249	\$1,045,307	2.37
Furnishings	\$1,043,281	\$429,212	0.41
HVAC System	\$3,683,729	\$1,913,766	0.52
Interior Construction and Conveyance	\$6,158,171	\$2,752,586	0.45
Plumbing System	\$1,513,617	\$1,218,404	0.80
Site	\$2,537,838	\$1,577,262	0.62
Structure	\$4,061,904	\$157,265	0.04
Overall - Total	\$27,929,038	\$14,890,264	0.53

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: SOUTH ROUTT RE 3

County: Routt

Project Title: HS East Section & ES Roof Replacement

Applicant Previous BEST Grant(s): 4

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

If Yes, please explain why: N/A

Project Type:

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

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

South Routt RE-3, located in southern Routt County is in the northwest corner of the state (20 miles south of Steamboat Springs). There are two small incorporated communities: Oak Creek (pop. 892) wherein Soroco Middle/High School are located and Yampa (pop. 436) wherein South Routt Elementary is located. The entire school district is 584 square miles with a population of 3,160. We have a primarily agricultural based economy with a component which commutes to Steamboat Springs for employment.

Our student enrollment has been declining from 412 K-12 in 2006 to 292 this year with a 40% free/reduced lunch rate. The school district is Accredited with Distinction for the second year in a row and is the number five ranked school district in the state on the CDE created School Performance Reports; our Agricultural and music programs have been recognized at the state level.

The focus of the BEST grant request is the roof over our high school gym (serves 170 high school and middle school students and indoor sporting events) and the entire roof over our elementary school academic areas. The high school gym area serves as the main gathering point for community events, from our graduation ceremonies to even memorial services, as it is one of the only South Routt facilities able to house more than a hundred individuals

Deficiencies Associated with this Project:

Walking into a new position at South Routt Re-3, Superintendent and staff were introduced in 2017 to a roofing system the Superintendent referenced more similar to a colander than a roof.

Previous Superintendent Darci Moore had experienced major leaks on the Middle School that was proactively replaced during summer months just prior to the changeover in staff. She was questioned about the condition of the High School by director of operations for Division 7 Design referencing massive amounts of patchwork viewed, similar to what was currently under replacement at the Middle School. Her response echoed similar explanations relayed by owners with the same breed roofing material, "we have a roofer that provides leak response yearly who says this is normal". Of course, the same roofer that installed the membrane had been providing expensive leak repairs within 5-7 years of the new installation. Choice patching materials utilized by the installing/repair roofing contractor provided as much long term protection as would a Band-Aid on a punctured car tire. All repairs viewed within Division 7 Design's first inspection had failed. Many areas had been coated and recoated upwards of a dozen times.

Though the previous Superintendent was aware, Superintendent Rim Watson walked into a downpour. Immediately developing a bucket brigade handled by facilities that included staff and students checking and emptying buckets on a regular schedule. Continuing and currently each morning facilities is tasked walking all areas of both schools, placing slippery when

BEST FY2020-21 GRANT APPLICATION SUMMARIES

wet signs and buckets at new leaks then mopping and cleaning wet areas. After repurposed supplies ran out, the Districts has purchased addition supplies to accommodate additional leaks.

Mr. Watson and the BOE immediately vetted Division 7 Design in 2017 to develop a roofing replacement program for Soroco High. The anticipate budget dramatically exceeded the new superintendents available budget. It was kicked back to Division 7 Design, "there is absolutely no way we can afford to do this, what we can do?"

Division 7 Design developed a 3 year phased sectional replacement program with a focus on the worst of the worst at the High School. Though replacing smaller pieces of the pie, the District still did not have enough within the existing budget to manage and pay for the smaller slice.

Due to drastically declining student count, developing a roofing replacement plan over a 3 year period would require additional funding from an outside source. The only viable funding option for the District was/is the CDE BEST Grant Program.

Anthony Zywicki, current director of facility maintenance allowed the sectional areas previously replaced at the High School have been a God send. He has at best, just been keeping up with current leaks. Stating if it rains or snows, I know how most of my day will be spent. He reflected his morning now start at least 1-1/2 hours earlier at South Routt Elementary in a coordinated effort with housecleaning to empty buckets, clean floors and removing ceiling tile prior to them crashing to the floor, most of the time. He said new leaks at both schools have become extremely problematic, a few ceiling tile did hit the floor while students were in class. He said more than half the ceiling tile have stains and it really hard to tell if it's an old or new leak.

Fall months of 2019, due to more than triple the amount of documented leaks from the previous year, the District again vetted Division 7 Design to give South Routt Elementary a through roof inspection. Unbeknownst to the Districts new staff, the same breed of JP Stevens 45 mil hypalon including the historic and dramatic failures was viewed. The same local installing roofing contractor in 2002 and 2003 had been providing the same Band-Aid's applied on the Middle School and High School.

Fall 2019 excessive uncontrollable leaks at the uncompleted areas of Soroco HS and the entire roofing covering South Routt Elementary, the District hired a qualified roofing contractor from Grand Junction prior to winter months to provide spot repairs on both schools. The District decision was they had to do something to get them through winter months. Leak repairs over the brittle and fragile failing membranes caused more mischief than attempting to be cured. Unfortunately this has turned into a nightmare realization for staff and students. 4 leaks within Soroco HS gymnasium where there was only 1. The 1 leak in the commons area has now turned into 5 or 6, and so on at both schools. Prior to an evening District basketball game, Facilities Director hired 9 men to shovel 18 inches of accumulated snow off the gymnasium roofing in hopes for a drip free basketball game. The principles and function of an igloo has always been understood by this roofing designer, though never in my life did I expect to be explaining it to a school district in an effort to detour roof leaks. The warmest area in any gymnasium is up next to the roof decking. The only way to keep it from melting a snow load above is to remove the heat from below. The District has made preparations similar by lowering the gymnasium area heating to 50° or less adding fans directed toward the ceiling in an effort to cool the roofing area, thus slowing snowmelt and dripping moisture. Photo illustrations from that evening's basketball game are included in the picture files. Facilities Directors removal of stored snow was only the beginning. A man lift then had to be brought to the gym, rages tied to bar joist, personnel/students and parents all guarded buckets randomly place throughout gymnasium and game floor, plastic spread from bar joist to bar joist collecting drips funneled into a hose and out the door.

With the coming of spring's predictable temperatures the District is preparing to accommodate multiplying leaks within each building with the purchase of heavy weave rugs, delineator poles, caution tap and slippery when wet stand up floor signs.

Upon interior inspection of the last remaining area at Soroco High School and South Routt Elementary Division 7 Design pointed out a multitude of excess black mold growth on walls and ceiling tiles, throughout both schools, further recommending remedial action and use of Concrobium Mold Control-025326 spray an over counter product to kill mold. Walls sprayed and cleaned. Damaged ceiling tile have been thrown away and not replaced, due to unstoppable and continued leaks.

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The 45 Mil JP Stevens EP-TPO and Hypalon membranes began developing leaks at over-heated-welded seams within the first 3-7 years of installation. Repairs did nothing to correct the deficiencies welded into the membranes. A failed formulation within the products has been documented throughout the industry over the last 15-20 years. Degrading of the surface scrim exposing reinforcing fibers began within the early years of installation. Manufacture warranty leak response dollars provided to repairing contractors for years offered contractors high pay when utilizing cheap coatings, and a repeat income yearly, until going out of business nearly a decade ago.

During final State inspections of the 2019 north sectional roof replacement, inspector for the Colorado Division of Fire Prevention & Control David Chadwell and State Plumbing inspector Lucas Newman requested documentation on an prohibited gas line ran across both the north and south sectional roofing areas. New Staff had no record of the installation. State departments had no record of permits for the installation. The gas line was documented to be a CSST/CSI – corrugated flexible stainless steel tubing that is highly susceptible to lighting and static loads. Immediate efforts to ground the nearly 211 liner footage of line was completed however, this was purely an additional safety precaution. Both Governmental Inspectors injected it is illegal to be installed on State buildings and it must be replaced. Pricing was developed though winter months came early. Recommendations by the State was to wait until spring months melted snow loads. Shoveling potentially could create enough static to be considered dangerous. The District has included its replacement with the east sectional roof replacement as a requirement by the State.

Test cut into Soroco gymnasium reveled no fire rated gypsum above the acoustical decking. Addition of such is part of the solution.

Proposed Solution to Address the Deficiencies Stated Above:

In 2017 Division 7 Design Inc. from Grand Junction CO was vetted to develop a phased sectional area roofing replacement program. Breaking Soroco High School into three reasonably equal square footage areas, focusing the roof replacement on the worst sectional areas first. The proposed plan massively exceeded the District's budget who has relied on additional funding for the replacements. The first two sections have been successfully replaced with the assistance of BEST Grant Funding and Division 7 Designs project management. The District has reported no leaks in completed areas, with exception to damage caused by bird pecks. (That is grumpily being dealt with)

For the 3rd and last sectional area roofing replacement at Soroco HS the BOE vetted Division 7 Design for continue use to complete the sectional area roof replacement, as previously designed. Upon review of the previously replaced areas of Soroco HS and Middle School, roof replacement designed by and successful performance to expedite, Superintendent and BOE for South Routt unanimously agreed for Division 7 Design to develop a replacement roofing program for South Routt Elementary.

Division 7 Designs produced a Project Manual that included plans, specifications, site specific details and a comprehensive replacement program that has been viewed highly successful. Established milestones contained within the project manual brought forth a dozen qualified and manufacturer certified roofing contractors to a mandatory pre-bid walk through. Roofing Contractor proposals delivered to the bid table and read aloud at a predetermined time offered apples for apples comparison between bidders. Division 7 Design coordinated the entire project to completion. Including the District every step of the way by requesting attendance with pre-construction meetings and walk through as the project progressed. Coordination provided by Division 7 Design that included our Facilities Maintenance has been viewed extremely helpful allowing every step of roofing replacement process and what to expect. The District's BOE, staff and facilities agreed to continue with Division 7 Designs roofing replacement program for the remaining section as designed and additional project development for South Routt Elementary roof replacement.

Bid Issue prints for Soroco High School remaining sectional area include upgraded R-Values where possible. Removing and replacing existing insulation over the gymnasium to install code required fire rated gypsum above the acoustical decking, salvaging all dry insulation and counter sloping crickets. South Routt Elementary Bid Issue prints require 5 inches of new insulation over areas found to be drastically uninsulated with 1-1/2 inches of saturated spray foam under failed Stevens membrane. Among many site specific requirements to insure the longevity of the new roofing systems.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

How Urgent is this Project?

New Superintendent for South Routt Re-3 stepped between a rock and a hard place in 2017. A few leaks referenced by the previous superintendent, a nightmare realization for Mr. Watson. Districts budgets that don't even remotely equal cash requirements needed to replace failed roofing. Dwindling enrollments, ever increasing leak reports, student with crutches slipping on wet floors, ceiling tile falling out above children in classrooms, stained ceiling tile everywhere, paint sages from water running down walls, sheet rock ceilings with holes poked to allow water to drain from above hard ceiling, multiple light fixtures dripping water, requiring staff to stand by buckets collecting drips and earlier starts to insure dry paths for student. Reports from staff in neighboring districts of parent complaints of unsanitary conditions and withdrawal and reenrollment of students due to exiting conditions at Soroco High School and South Routt Elementary. Stored ceiling tile moved to outside storage sheds as inside storage room leaked destroying a majority of stock tile, among other items. Classrooms and library reorganized outside drip zones. Basketball games now include a telescoping man-lift utilized to reach saturated rags, tarps and hoses tied to the ceilings bar joist. Extra throw carpets to create dry pathways. The list continues on. As the Final Director for the District stated while she protected a drip bucket during a basketball game, "This is our Life".

As the new staff get a grip on existing roofing conditions, what should be a predictable future of South Routt Elementary is in doubt. Without new roofing in 2020, the District potentially will need to reorganize the High School and/or Middle School to accommodate elementary students due to excessive non-repairable wide spread leaks, ceiling damage and environmental conditions. Soroco High School roof leaks into the gymnasium/locker-room /commons areas potentially would be closed off to student's usage in 2020-2021 until replacement funding is secured. For safety of students, parents and staff, basketball games scheduled at Soroco High have been moved to Steamboat Springs and or canceled. Please see the photos of our classrooms, hallways, commons areas, gymnasium and office areas from both facilities.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District adopted a policy intended to protect the value of one of our most important assets; the roofing assembly, on every one of our buildings. This policy is in addition to the published warranty requirements of the manufacturer with a current roof system warranty. The following program is to serve as the first draft of an evolving document that will be reviewed and revised as needed. The Maintenance Department is the primary staff intended to implement the directive; however, reporting moisture intrusion is the responsibility of the entire staff. If you see something, say something. The district commits a certain amount of funds each year for maintenance needs. These funds are redirected from academic needs and staff salaries. Even the amount committed does not allow for replacement of even one section of the high school roof. We do not have a grant funding source available. The District has employed a Professional Roof Consultant who will offer an in-service training session to Maintenance Department Staff that has been completed with our current facilities director as so they may serve as inspectors. Perhaps surprisingly, the starting point of a roof inspection should actually be the interior of our buildings. The interior walls and ceilings should be examined for any signs of water staining which would indicate a problem above on the roof. All teachers within each classroom to regular inspection ceiling and wall for any indication of potential roof leaks, reporting immediately to facilities. The roof itself should then be visually inspected. The following key areas should be checked in this order: • Cap flashings; • Edge metal; • Base flashings; • Penetrations; • Field of the roof; • Ballast; • Roof adhesives; and Surface coatings, if present. Cap flashings, which are metal or other rigid covers at membrane terminations, should be inspected for: • loose areas of attachment or loose or missing fasteners; • loose or displaced sections of metal; • deformed metal that could collect water and funnel it through an end joint; • corrosion; • missing or loose joint covers; and • sealants showing signs of cracking, weather and/or aging. Edge metal, installed at the edge of a roofing system to terminate the roof and provide waterproof flashing, should be checked for: • loose areas of attachment or loose or missing fasteners; • loose or missing stripped-in flashing; • splits in the stripping at metal flashing joints; • corroded metal; • missing or displaced metal sections or joint covers; • open joints and sealants displaying signs of cracking or weathering or aging. Base flashings, which are roof membrane terminations at walls and curbs, should then be looked at. Watch for: • a secure and sealed top termination; • continuous adhesion of base flashing to substrate, with no loose membrane or extensive bridging; • a covered top seal of the membrane base flashing; • closed seams at the bottom of the base flashing at its attachment to the field membrane; • sealed seams at vertical laps; • sealants in good condition, without signs of cracking, weathering or aging; and •

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base flashing material without signs of deterioration or building movements. Penetrations are pipes, drains and other items that are inserted through the roof membrane. They must be flashed properly to assure a watertight integrity.

An inspector should examine the following:

- the drain clamping ring and drain strainer to ensure proper securement for a watertight seal at the membrane-to-drain interface;
- thorough adhesion of sealant inside pitch pockets and membrane adhesion around the outside of pitch pockets;
- pitch pockets containing adequate fill material to prevent water from collecting;
- pipe boot flanges sealed tightly to the roof membrane; and
- a tight seal and termination around pipe(s) at the top of pipe boots.

In the field of the roof, be sure that:

- No fasteners protrude against the membrane, causing a "tenting" effect; or that there are no visibly loose fastening points;
- the membrane contains no worn spots, deteriorated areas, or holes in the membrane;
- insulation panels are in their original positions; no buckling or warping,
- there are no changes in insulation or substrate firmness when the roof is walked on;
- adequate drainage is present; and
- around rooftop equipment, no areas have been degraded by equipment leaks or spills, or have been punctured by dropped tools or equipment parts from workers maintaining roof-mounted equipment.

If the roof membrane has a coating on it, it should be examined. Coatings will generally require reapplication(s) during the life of the roof system; frequency depends on many factors, such as the local environment, ponding water, roof slope, and the type and quality of the original coating. Recoating work is typically the responsibility of the building owner and should be performed by a professional roofing contractor.

The inspector should also pick up debris i.e. Paper, bottles, broken glass, tree limbs and vegetation and dispose of it properly. Likewise, he/she should also remove obstructions, such as leaves or dirt from roof drains and/or scuppers, ensuring that they flow freely. Clogged drains and/or scuppers can lead to excessive ponding on the roof, which frequently causes leaks or even roof collapse. However, caution should be exercised when clearing debris from drains because significant suction can be created by draining water; it can quickly suck tools into a drain. Roof inspection may uncover the need for repairs in a variety of categories, including spot patches, emergency repairs, general repairs and permanent repairs. If membrane repairs are needed, they should be performed by professional roofing contractor specifically authorized by the membrane manufacturer. Not doing so could also void the warranty. And in keeping with typical warranty requirements, the manufacturer of a warranted roof system should be notified promptly about the need for repair(s) and the procedures to be followed. Typically manufacture warranties require written notification to the warranty department within thirty (30) days of discovery of any leak. The District policy is to report leaks discovered immediately by phone followed up by email to the warranty department with written notification by mail as required by the manufacturer's warranty. All procedures should be documented in order to create an informative history of a roof system's performance. Future roofing projects will require the Contractor to deliver a care and maintenance manual for his products. An in- service Training program will be required to acquaint District personnel with methods of procedure for temporary patches of damaged or defective areas. Specialized tools and small quantities of peel and stick membrane material will be a contract requirement. Maintenance will control access to the roofs. Outside contractors hired to service rooftop equipment must coordinate access through the Maintenance Department. Each contractor will be required to provide certificates of insurance naming the District as additional insured. Contractors will be informed of their responsibility to protect the Districts roofs. Failure to follow District guidelines in this matter will result in an insurance claim filed directly with the contractor's insurance company. Contractors with a pattern of disregard of our policy will be barred from future work. Building Principals will be responsible to restrict access to the roof by staff and students. Any rooftop equipment or cabling need to support the educational needs of students or staff must be performed by the Maintenance Department or an approved contractor. Lost toys or car keys or other valuables will be retrieved by the Maintenance Department, without exception. The District will adhere to this policy. February 22, 2017 Respectfully submitted, Rim Watson, Superintendent of Schools

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Soroco High School

The original High School was constructed in 1948. 1982 brought an addition that surrounded the original structure. 2002 another addition was added to the east of the now main structure. No apparent structural defects have been viewed. Building capacity suitable with current student count under new superintendent and staff. New roof coverings were installed in 2002 over the entire building with a now known problematic roofing material. With extremely limited finances, roofing is under

BEST FY2020-21 GRANT APPLICATION SUMMARIES

strategic replacement.

Yampa Elementary School

The original School was constructed in 1951. Additions to the west/southwest occurred in 1979, and 2003. No issue with structural elements have been viewed. Building capacity and function suitable with current student count under new superintendent and staff. Entire roofing protecting the Elementary School is the same problematic breed of JP Stevens Hypalon installed on the Soroco High and Middle School. Installation year undocumented.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Soroco High School - 2018 South Sectional Roof Replacement

Soroco High School - 2019 North Sectional Roof Replacement

South Routt Elementary School - 2019 - Security Vestibule

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has tried to appeal to local agencies and NGO's to deploy potential grant funds for South Routt School District's roofing needs. The response from all agencies is roof repair and other infrastructure priorities do not align with their vision or mission statement.

If BEST does not support this district's application this FY, the district will have to look at the CO interest free loan for support.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District does not budget dollar amount per FTE. Instead, the District has tried to maintain a Capital Outlay balance of approximately \$400,000.00 to support potential high cost needs (e.g., roof patches and repair by third party, mechanical issues such as boiler system failure or necessary kitchen replacement of parts). The \$400,000.00 is a districtwide figure.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

\$23,050.00 monthly both Schools.

As large sections of the Elementary School were found to be uninsulated, we expect to see a reduction in heating costs.

Current Grant Request:	\$880,257.78	CDE Minimum Match %:	46
Current Applicant Match:	\$749,849.22	Actual Match % Provided:	46
Current Project Request:	\$1,630,107.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,630,107.00	Escalation %:	10
Affected Sq Ft:	47,294	Construction Contingency %:	10
Affected Pupils:	222	Owner Contingency %:	10
Cost Per Sq Ft:	\$34.38	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.37	Adverse Historical Effect?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Hard Costs Per Sq Ft:	\$33.02	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$7,343	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	602	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	291	Bonded Debt Approved:	
Assessed Valuation:	\$87,208,804	Year(s) Bond Approved:	
PPAV:	\$299,687	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$1,455,808	Year(s) Bond Failed:	
Median Household Income:	\$58,143	Outstanding Bonded Debt:	\$2,730,000
Free Reduced Lunch %:	40.8	Total Bond Capacity:	\$17,441,761
Existing Bond Mill Levy:	9.715	Bond Capacity Remaining:	\$14,711,761
3yr Avg OMFAC/Pupil:	\$3,471.79		

● **Facilities Impacted by this Grant Application** ●

CLEAR CREEK RE-1 - GCS PK-6 Roof Replacement - Georgetown Community School - 1939

District:	Auditor - Clear Creek RE-1
School Name:	Georgetown Community School
Address:	504 4TH STREET
City:	GEORGETOWN
Gross Area (SF):	33,890
Number of Buildings:	2
Replacement Value:	\$8,233,626
Condition Budget:	\$5,452,724
Total FCI:	0.66
Adequacy Index:	0.33



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,311,877	\$976,276	0.74
Equipment and Furnishings	\$154,862	\$95,729	0.62
Exterior Enclosure	\$941,004	\$560,175	0.60
Fire Protection	\$8,958	\$350,873	39.17
HVAC System	\$1,633,650	\$1,961,989	1.20
Interior Construction and Conveyance	\$2,143,639	\$1,041,627	0.49
Plumbing System	\$456,890	\$335,348	0.73
Site	\$434,575	\$413,161	0.95
Structure	\$1,148,172	\$73,756	0.06
Overall - Total	\$8,233,626	\$5,808,934	0.71

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: CLEAR CREEK RE-1

County: Clear Creek

Project Title: GCS PK-6 Roof Replacement

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

Georgetown Community School (GCS) is a dynamic charter school tucked away in the beautiful mountains of historic Georgetown, Colorado. Clear Creek School District owns and maintains the school facility and site as it is imperative a school on the western most side of Clear Creek County is maintained to address the needs of our community. GCS provided preschool, pre-kindergarten, physical education every day, weekly music and art classes, and a new vocational education initiative promoting students to learn outside of the confines of the classroom. Our learning includes field trips within the community to learn about the outdoors, local history, and small business operations. GCS provides a choice of educational opportunities within a public-school system and serves our west most community.

To instill a joy of learning in each student, our local heritage and mountain environment is an enhancement to studies. Students benefit from the experience of participating in community service projects and work-study programs with local businesses which will, in turn, continue the growth of 'community' and serve the greater community. Parents and community members are mentors and contributors, fostering a culture of strong citizenship and peer accountability. Although classroom funding is limited as charter school and a budget stricken district due to the needs for safety and maintenance.

As a small school, with just over one hundred students, it is important for Georgetown Community School (GCS) to have a safe, warm, and dry facility. Georgetown is a distinctively close-knit community, demonstrating an unprecedented amount of support from small business owners, government employees, and community liaisons.

Clear Creek School District's learning environments are less than desirable and making capital improvements at these locations is imperative for the safety, health, and security of our students and staff! Furniture is old, outdated, and deteriorating. Facilities are sparse compared to the nearby larger districts continually doing major renovations and updates. Our elementary learning spaces are 38-80+ years old and lacking natural daylight, comfortable spaces, and environmentally responsible systems for modern learning. GCS is 81 years old with the much smaller annex structure being 38 years old. All our facilities are in desperate need of repair specifically at the K-6th grade levels.

The FCI rating for the primary structure at GCS per the statewide assessment is .68 vs. the State average of .40 for school buildings. As a district we are losing students due to disrepair, poor early learning facilities, and the inability to pay top notch teachers. The steady decline in students adds to the District's lack of funding. Although, the larger funding issue centers around the loss upwards of \$650k per year over the past 5 years due to the Budget Stabilization Factor. We have the same capital needs but without these funds to help offset our educational opportunities. The award of this grant would help provide a safe facility at GCS while still allowing for twenty first century learning curriculum across our District. The impact of the negative factor will result in a decrease of \$662,793 just this year for the District. Our tight budgeting is continually monitored to ensure funds are used to sustain the safety of our schools and students with the money we do have in our General Fund.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Clear Creek School District recently focused on creating a stronger district with the goals and visions of hiring the best educators, empowering learners, and branding as a visionary district! Safety and health of our students is priority number one and we need assistance to ensure our students have the best educational environments possible. As a district we have some of the highest FCI ratings of .58 (vs .40 state) for our school buildings and .68 (vs .48 state) for our sites and know upgrading our facilities will help us achieve our vision!

Deficiencies Associated with this Project:

The Georgetown Community School roof is at the end of its useful life and showing multiple signs of failure. The roof must be replaced to securely enclose the structure to maintain a safe and healthy facility for students and staff. The primary structure was built in 1939 and the last record of a new roof is from 1993. The existing roof is a single-ply membrane from 1993 on top of a modified flood and gravel roof believed to have been installed in the 1930s when the building was built, and rock ballasted.

The current membrane carries an estimated life of 25 years according to the CDE statewide assessment with an SCI number of 1.25. The deck is a combination of wood and metal making it necessary for the correct installers on the job to know both conditions. At this time the roof is 2 years beyond their useful life. The multiple layers of roof membrane increase our demolition cost significantly. The roof on the GCS Annex structure is asphalt shingles from 1982 and also in need of replacement.

The existing roofs have multiple leaks currently visible inside the buildings at ceilings and wall locations. If not addressed in a timely manner, mold and degradation within the ceilings, walls, and structures pose a possible concern. The facilities team is vigilant to these issues and maintains regular inspections to remedy issues immediately.

Over time the membrane has deteriorated, may have shrunk as is common, and has been punctured by the existing gravel ballasts as people walk on it for regular maintenance over its life. Furthermore, leaks at seams, flashing, and specifically adjacent to parapets, are apparent.

While the current drains (caps) have not caused undue concern, they work in conjunction with the current roof type and will no longer be appropriate and will need to be replaced.

Routine maintenance has occurred including, regular inspections for ponding water, slipped flashing, and worn or unfilled pitch pockets.

The current condition and failures apparent in our Georgetown Community School roof are an endangerment to the health and safety of our students and staff and the roof must be replaced. High winds in Georgetown can commonly reach over 70 mph and the schools sitting at one of the higher locations in town make it difficult for roofing contractors to efficiently complete their work.

Proposed Solution to Address the Deficiencies Stated Above:

Garland Company, a proven and trusted roof consultant by our district, has reviewed the roof and will be retained to produce drawings and specifications for the following needs. The membrane roof and shingle roof in their entirety will be replaced. All existing membranes will be removed. All existing insulation will be removed to be brought up to the R-30 code required specification. The new membrane will be two layers over 2.6" Poly ISO (R-30) insulation. The deck is understood to be sloping appropriately and therefore fully tapered insulation is not expected to be needed.

The existing gravel ballast will be reused where possible and additional gravel ballast will be provided if necessary to ensure 1.5" rock ballast over the membrane. Tapered ISO crickets will be furnished and installed as well mechanically attached one layer of ½" Dens Deck Prime cover board. One ply of Stress Bae 80 base sheet and one cap ply of Stress Ply FR mineral cap sheet will be mopped in place and at all wall and curb flashings.

Two coats of 1.5 g/sq white acrylic coating Pyramic LO will be furnished and installed and a new 24 gauge metal coping cap and 24 gauge metal counter flashing is required and will be installed to complete the roof system.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The roof at the GCS annex will be replaced with a new 50 year asphalt shingle roof system, such as Aquashield and new dimensional asphalt shingles. New gutters and downspouts will be furnished and installed.

The roofs will be torn down to the the decking as necessary. The roof decking and structure will be reviewed to ensure a safe facility and underlayment for the new roof(s). Any repairs necessary will be made. A review and confirm that applicable roof loads have been reviewed and addressed will be completed by Garland as they design and engineer the new roof. Garland

The Garland Company provides an open performance specification and therefore waterproofing membrane,insulation,cover board,screws,asphalt and metal from various manufacturers can be used to provide cost savings.

We assume the primary roof(s), because of their ages and current constructions, do contain asbestos. As roofing material, we anticipate the materials are non friable. It is anticipated some portion of the roofing materials can be removed without abatement from the roof and disposed of as asbestos waste. Disposal of these materials in our region are not typically a great upcharge to regular disposal but care will need to be taken to ensure proper handling of the materials being disposed.

How Urgent is this Project?

The current roof is 2 years beyond its useful life. The roof has been reviewed by multiple roofing contractors who believe the roof must be replaced this year.

Current leaks and failure points continue to grow and will cause increased damage to the ceiling and walls. Mold growth is eminent if the roof is not replaced. Additionally, deterioration of the internal structure is possible as leaks and exposure continues. The facility's assessed value will fall if replacement is not completed in a timely manner thus impacting the District's asset value. It is likely the District/Charter school is losing money in energy efficiency costs.

Moisture in tern invites pests and insects causing further safety and health concerns for our children.

Allowing for band-aid fixes on this roof is no longer appropriate. The roof has been replaced once by covering the original roof. It is not acceptable to do so again. Long term success of the roof can only be guaranteed through proper replacement.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Upon completion of the grant the roof replacement project will be maintained through regular visual inspections of the roof surface by maintenance personnel familiar with the facility. Building staff will be encouraged to report any leaks or other visual signs of failure as soon as they are discovered to ensure issues within the warranty period as well as beyond the warranty period are addressed and remedied immediately.

The new roof is anticipated to have a life of 30+ years and cost around \$650k to replace at the future time taking into account escalation. The District will intend to earmark \$10k annually, or 2.0% of the project total, with the remaining to be made up through budgeting in the General Reserve Fund closer to the end of the roof's life to ensure the future roof replacement cost is accounted for when it is time to replace it.

Our estimate for the annual cost to assess, repair, and maintain the project is \$2,000. We determined this cost by estimating the maintenance/custodial support (\$1200) required to properly review the roof, as well as estimating minor repairs each year (\$800). We plan to budget this annual cost into our maintenance & facilities budget, which comes from general fund dollars. Our School District Director of Maintenance & Facilities is responsible for developing and maintaining our facilities' maintenance plan. Our Director of Finance together with Director of Maintenance will oversee and manage the renewal budget for the Georgetown Community School facility.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The school was built as a school and has always been a school.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The pre-school playground was redeveloped through a grant approximately 2 years ago.

The boiler was replaced last year with funds from 2018 awarded bond.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The lack of ability to have sufficient funds built up in the long term (money into cap reserves) caused us to go to the voters for a bond issue for needed capital repairs that we were unable to take care of in the past to ensure our students are warm, safe, and dry. A bond for approximately \$5 million dollars was distributed in November of 2019 for the replacement of 3 elementary school playground equipment and ground cover, upgrades to the existing athletic field at the high school, and miscellaneous building related maintenance and upgrades. Additionally, it is to cover the Georgetown roof and two boilers in the District. Voters recognized the extreme need throughout the District to repair deteriorating facilities to provide better for our students and faculty. Clear Creek School District continues to investigate all avenues for funding these and the various many other needs being identified through the beginning development of a district wide Facility Master Plan.

The Georgetown community is a close knit town. The children who attend Georgetown Community School make-up 10% of the just over 1,000 full-time residents of the Town of Georgetown. The school maintains an open relationship to the community and in turn has been able to leverage these relationships to make things happen. An example of this is the demo and removal of existing gravel on the playground. While assistance from the community and Town is not monetary, organizations in Georgetown are stepping up to remove and reuse the gravel elsewhere at no cost to the School and District. These types of partnerships make a significant difference to the School's tight bottom line.

The Garland Company is an OMNIA preferred manufacturer which will provide fixed costs at a less cost. This in turn provides a set fixed cost. Going through OMNIA allows the district to find the best roofer for the unique conditions our region and the project present.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Our 2019/20 District budget is \$364,136,650.

$\$364,136,650 / 752.5 \text{ funded average} = \$483,902.52 \text{ per pupil Assessed Valuation.}$

Due to limited resources in the district and loss of \$30M from Budget Stabilization in the last 5 years, issues have been responded to as they arise, specifically when they involve immediate safety, health, and security. The District went to the voters in 2018 for a bond issue for specific needed capital repairs that have long been ignored. The voters agreed and the bond passed.

$\$5,177,304 \text{ bond proceeds} / 752.5 \text{ funded average} = \$6,880.14 \text{ per District}$

The new 2019 boiler, playground replacement, and roof replacement were all intended to be covered under the 2018 bond issuance.

$(\$248,937 \text{ boiler} + \$350,000 \text{ playground} + \$773,037 \text{ roof}) / 107 \text{ students} = \$12,822.19 \text{ FTE}$

The unforeseen complications with the new roof and safety of our playground site designs have well over exceeded our need than was planned for in the bond. There has not been a district wide facility master plan up till now as Clear Creek has experienced a high turnover of Superintendents. Up till now there has been a lack of focus for long term systems planning. It is

BEST FY2020-21 GRANT APPLICATION SUMMARIES

understood as the District begins the process of a district wide facility master plan the capital outlay for expressed in dollars per FTE needs to be determined although a lack of district funding has required us up till now to prioritize urgent needs as required.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The current electrical costs for Georgetown equal \$17,740 annually for 2019. The current water and sewer costs total \$8,877 annually for 2019. The new roof is being brought up to current code by provided R-31 insulation and therefore it is expected the new roof will decrease energy costs by 10-15%.

Current Grant Request:	\$386,518.50	CDE Minimum Match %:	75
Current Applicant Match:	\$386,518.50	Actual Match % Provided:	50
Current Project Request:	\$773,037.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2018 Bond	
Total of All Phases:	\$773,037.00	Escalation %:	5
Affected Sq Ft:	18,000	Construction Contingency %:	10
Affected Pupils:	107	Owner Contingency %:	10
Cost Per Sq Ft:	\$42.95	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$41.95	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$7,225	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	317	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
NA			

Financial Data (School District Applicants)

District FTE Count:	658	Bonded Debt Approved:	\$5,000,000
Assessed Valuation:	\$322,247,679	Year(s) Bond Approved:	18
PPAV:	\$489,738	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,261,877	Year(s) Bond Failed:	
Median Household Income:	\$69,936	Outstanding Bonded Debt:	\$3,930,000
Free Reduced Lunch %:	22.1	Total Bond Capacity:	\$64,449,536
Existing Bond Mill Levy:	4.233	Bond Capacity Remaining:	\$60,519,536
3yr Avg OMFAC/Pupil:	\$2,709.52		



BEST School District and BOCES Grant Waiver Application

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

Our facilities are in desperate need of repair specifically at the K-6th grade levels. Making capital improvements at these locations is imperative for the safety, health, and security of our students and staff! Many factors contribute to our state of affairs and lack of ability to make the necessary capital improvements to our facilities. The largest of these issues being the Budget Stabilization Factor and declining student population. Having to comply with the match of 75% significantly limits our District's goals of hiring the best educators and empowering our learners! We simply meet the needs of operation thus leaving our Unreserved Fund considerably low.

Our teachers are some of the lowest paid in the area and therefore have an extreme high teacher turnover rate of 40-50%. They cannot afford housing in the area, so drive through other districts to get to work, for lower pay. Often they move to another district after only a few years and increase their pay by 10,000 just by switching districts by 10 miles or less.

We are lacking curricular resources including a consistent math resource/program, literacy materials for elementary students, and science materials for secondary students. Further, we are significantly lacking professional learning for all levels of our organization, which increases the teacher turnover rate.

We run on a skeletal staff on the district level thus reducing supporting our schools and doing our best work for our students. Our learning environments are less than desirable. Furniture is old, outdated, and deteriorating. Facilities are sparse compared to the nearby larger districts continually doing major renovations and updates. Our elementary learning spaces are 38-60+ years old and lacking natural daylight, comfortable spaces, and environmentally responsible systems for modern learning.

We are losing students due to perceived disrepair, poor early learning facilities, and the inability to pay top notch teachers, approximately \$10k less than neighboring districts. The steady decline in students further adds to the District's lack of funding. See attached Salary Comparisons.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Budget Stabilization:

As a district over the last 5 years we have lost funding upwards of \$650k per year due to the Budget Stabilization Factor. We have the same capital needs but without these funds to help offset our educational opportunities. The waiver of reduction would allow for safe, dry and warm facilities while allowing for twenty first century learning curriculum. The impact of the negative factor will result in a decrease of \$662,793 just this year.

Closing of the Largest County Employer:

The scheduled gradual closing of the Henderson Mine, is affecting the total Assessed values in the District, shifting our funding to Equalization and subject, therefore, to the Budget Stabilization (Negative) Factor, reduction in funding. Where money was coming from this mine to help equalize our district it is not and thus we have lost upwards of \$30M in the last 5 years.

Every step closer to the mine closing means further decline in government revenues, potential government job loss and

therefore further unemployment and continued drop in population when workers must relocated to find work. According to the American Community Survey, 2011-2015 5 year release, 21% of the workers in our incorporated parts of Clear Creek County were government workers.

Low Student Population:

Seasonal workers and therefore seasonal families contribute to student population fluctuations. Furthermore, the available land to create more housing and therefore bring new and additional families to our District is limited due to the high percentage of protected land and land this is considered 'steep slopes' across Clear Creek County. According to the Envision Idaho Springs 2017 City of Idaho Springs Comprehensive Plan, open mountain slopes are the defining feature of the area as over 80% of Clear Creek County is public lands which are characterized as 30% slope of greater with the majority of Clear Creek County containing 45% slopes or greater. Lack of available land for future development and growth contribute to the challenges to grow the County and therefore economy in the Clear Creek School District region. Additionally, the largest age cohort in Clear Creek County is 55 and older being at 39% of the overall population. This trend indicates our older population is staying longer in the limited supply of residential units and removing the opportunity for new, young families to grow our district.

Furthermore, because of the unusually high percentage (75%) of protected land in our region, the school district must rely on a soft agreement for funds from the government to offset not receiving funds from property taxes that would be dedicated to it not protected land. These unregulated funds are a mere fraction of a percentage, at approximately \$300,000, districts with higher rates of unprotected lands receive from development property taxes. See attached Steep Slope Topography, Who Lives Here, and History of Declining Students

Need for Multiple Facilities Due to Vast Geography:

Clear Creek School District's geography is spread over 35 miles or 50 minutes via roads in good weather along I-70 creating the need for 3 elementary schools to appropriately address the needs of our families in our County. While many districts have the opportunity to combine low student populations into single facilities, this is not an option for Clear Creek. Poverty levels, weather, highway conditions endanger students and take away from efficient learning time if they are travelling to and from school 6 times longer than the time they are even allowed for recess on a daily basis. See attached Facility Location Map.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's PPAV: \$489,738.11

Weighted Rank: 4.3% of 5% max

Our 2019/20 budget indicated \$364,136,650 / 752.5 funded average = \$483,902.52 per pupil Assessed Valuation. While this is a small difference, we are unclear from our past approved budget numbers and pupil count how the State arrived at the \$489,738.11 figure. It is important to our small district we recognize the lower general number and correct funded average to account for the many unique considerations our geography and economic impacts have on our district.

We therefore request a reduction in **match to 4.23%**.

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

Applicant's Median Household Income: \$69,936.00

Weighted Rank: 11.97% of 15% max

The American Community Survey, 2011-15 5 year release indicates the State average to be \$60.5k. Our County is divided into incorporated and unincorporated sectors with drastic difference of \$29.2k median HH

income between the two. The majority of our families with students attending Clear Creek School District come from these incorporated areas where the median HH income is \$50.2k, NOT the Clear Creek County average of \$67.7k as noted in The American Community Survey, 2011-15 5 year release.

We therefore request a reduction in **match to 8.6%**.

C. 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.

Applicant's FRED Percent: 22.1%

Weighted Rank: 18.54% of 20% max

Our students and families continue to experience food insecurity evidenced by the percentage of students receiving free or reduced lunch eligibility. In the last three years we have averaged 35% FRL, with some years above 40%. Currently, Carlson Elementary is 34%, King Murphy is 7%, CCMS is 22%, and CCHS is 21%. Georgetown Community School doesn't have numbers as they do not offer a lunch program.

The higher poverty demographics tend to be found in the west part of our county including Idaho Springs and further west, including Georgetown. The need for assistance is great as the Georgetown's unemployment rate is higher than the national average at 4.4%. The school provides cold lunch options for students on a daily basis. GCS partners with Mountain Backpacks to help distribute food items to 13 families in our school. Our Parent Teacher Organization provides supply scholarships for students and families that are not able to purchase items for the students.

While Evergreen (eastern side of the County) has lower poverty rates, anecdotally we observe students in need with families who are uncomfortable filling out forms regarding free-reduced lunch. As detailed later, the pressures on both families and students in the Evergreen part of our county are intense in different ways than in the western part of Clear Creek.

We send home food bags with students at all schools thanks to our community partners. We therefore request a reduction in **match to 15.5%**.

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

Applicant's Bond Elections: 1

Adjustment: **-1%** (-1% per attempt)

AGREED

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

Applicant's Bond Mill Levy: 4.233

Weighted Rank: **12.25%** of 20% max

AGREED

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

Applicant's Remaining Bond Capacity: \$60,519,536

Weighted Rank: 14.49% of 20% max

A 2018/19 successful \$5M+ bond was funded in November 2019 thus reducing this number. See attached CSAFE documentation.

We therefore request a reduction in **match to 13.3%**.

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

District's Unreserved General Fund: \$6,261,877

Weighted Rank: 14.83% of 20% max

The most recent, 06/30/2019, audit proves our Total General Fund balance to be \$6,687,808 which includes all Unreserved and Reserved Funds. The Clear Creek School District Unreserved General Fund Balance is not as stated above but is \$171,221. The Reserve Fund (money already committed for use such as salaries, operating expenses, insurance, etc. is 6,516,587. Furthermore, the General Fund balance of \$6,687,808 includes pre-school and insurance. The District's Unreserved General Fund is not \$6,261,877, It is only \$171,221. See attached 6/20/19 Balance Sheet.

We therefore request a reduction in **match to .41%**.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

Budget Stabilization over the last 5 years, as mentioned above in item #2, coupled with our declining enrollment has cost CCSD well over \$30M. Our **declining enrollment** of ~700 students in the last 20 years from ~1,400. Refer to attached History of Declining Students shows this 50% loss.

While recently approved full-day kindergarten, Clear Creek as **always funded full day kindergarten** as it has been critical to community and poverty in our region. While important it adds to the continual decline in our General Fund Balance. Clear Creek School District averages 42% of the total costs. See attached 5 year numbers.

Additionally, due to our location 35 miles from Denver, Clear Creek does not benefit from proximity to necessary district resources for our **special education students (SpEd)**. Specifically we have eight students who require daily transportation to the metro area. These eight students required \$91,982.33 in transportation costs alone for the 2018/19 school year, which is 48% of our district total transportation costs. Our SpEd costs total \$350,156.73 for 2018/19 (as an example) which is high due to the fact we do not have a specialized facility for these students nearby our rural communities. See attached for more detail.

Similar to the above noted item, our distance 35 miles to the metro area and 35 miles to other neighboring communities rack up **excessive costs in busing** for athletics, regionals, field trips, and other curricular and extra-curricular activities which larger districts in metro areas do not realize. The distance as well as the time for drivers adds to this fee. Refer to attached Facility Location Map and see attached email regarding busing numbers.

We currently pay into the Mt. Evans BOCES with two other regions to ensure necessary services for our district. Our rural locations make the BOCES expense much higher than typical district costs. Mt. Evans **BOCES must offer a higher salary** to attract the traveling specialist who not only travels within our vast region but that of two neighboring rural districts. The salary cost is in turn passed down to the districts.

Finally, unlike Denver, its suburbs, and the neighboring front range, regional **employment declined** by 20% in Clear Creek County, from the County Business Patterns 2014. Although, unemployment has dropped nationally and locally since 2014, Clear Creek County hovers just above or below the Colorado average for the last 5 years per www.homefacts.com. As the local mine continues closure, it is anticipated unemployment will spike.

For these reasons, as well as, the need for multiple facilities due to geography, closing for our County's largest employer and its impact on the Budget Stabilization Factor, and the multiple reason for our declining student population we therefore request a further **reduction in match by -3%**.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The Clear Creek School District continually works with the City of Idaho Springs, Town of Georgetown, and Clear Creek County Commissioners to discuss financing and budgetary concerns as they relate to our schools and communities at large. Meetings between these parties occur as needed approximately 1 or more per month.

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It is recognized by the District leaders that in a small community and district it is important to work together with other organizations to achieve mutually beneficial goals to provide a visionary district that attracts and grows the best educators for empowered learners!

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

50.29%

CDE Minimum Match Percentage:

75%

● **Facilities Impacted by this Grant Application** ●

CLEAR CREEK RE-1 - King Murphy ES Safe Water - King Murphy ES - 1982

District:	Auditor - Clear Creek RE-1
School Name:	King Murphy ES
Address:	425 CIRCLE K ROAD
City:	EVERGREEN
Gross Area (SF):	40,940
Number of Buildings:	1
Replacement Value:	\$10,782,567
Condition Budget:	\$5,709,937
Total FCI:	0.53
Adequacy Index:	0.21



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,551,353	\$1,169,526	0.75
Equipment and Furnishings	\$315,383	\$261,693	0.83
Exterior Enclosure	\$867,591	\$152,172	0.18
Fire Protection	\$12,388	\$442,272	35.70
HVAC System	\$2,544,659	\$1,930,306	0.76
Interior Construction and Conveyance	\$2,214,915	\$1,174,024	0.53
Plumbing System	\$645,757	\$328,175	0.51
Site	\$1,047,234	\$648,966	0.62
Structure	\$1,583,287	\$30,000	0.02
Overall - Total	\$10,782,567	\$6,137,134	0.57

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: CLEAR CREEK RE-1

County: Clear Creek

Project Title: King Murphy ES Safe Water

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

King-Murphy Elementary is located in Clear Creek County and bordering the county line with Jefferson County nestled in the Rocky Mountains. We are one of three elementary schools in the district. Although a small district, it is a 45 minute drive between our furthest elementary schools. As a district we are losing students due to perceived disrepair, poor early learning facilities, and the inability to pay top notch teachers. The decline in students adds to the District's lack of funding. Although, the larger funding issue centers around the loss of ~\$650k per year over the past 5 years due to Budget Stabilization. We have the same capital needs without funding to offset our educational opportunities. The award of this grant will provide a safe facility at King Murphy while allowing for twenty first century learning curriculum.

Clear Creek School District's learning environments are less than desirable and making capital improvements is imperative for the safety, health, and security of our students and staff! Furniture is old, outdated, and deteriorating. Facilities are sparse compared to the nearby larger districts continually doing major renovations and updates. Our elementary learning spaces are 38-65+ years old and lacking natural daylight, comfortable spaces, and environmentally responsible systems for modern learning. King Murphy is the youngest at 38 years old. Our facilities are in desperate need of repair specifically at the K-6th grade levels.

Clear Creek teachers are some of the lowest paid in the area at \$37k and therefore we have an extremely high teacher turnover rate of 40-50%. The District lacks curricular resources including consistent math resources/programs, literacy materials for elementary students, and science materials for secondary students. We are significantly lacking professional learning for all levels, thus increasing teacher turnover which is a disservice to students. Our tight budgeting must continually be used primarily to maintain the health and safety of student.

Being an International Baccalaureate (IB) school sets King Murphy apart from all other mountain schools. We follow the CDE academic standards but build curriculum through the IB Program, a philosophy of teaching and learning with an emphasis on being student-centered. Many of our activities range from using outdoor spaces (the playground, the nature trail, the outdoor classroom) as well as the media center, an innovation room, and dedicated classrooms for specials programming. We supplement our curriculum with Everyday Math, Journeys (literacy), and The Teachers College Reading and Writing Program (literacy). We embrace "Design Thinking" mindset as a way to solve complex problems in a dynamic reality taught to kindergarten through 6th. Safety of our outdoor spaces is critical to our curriculum.

King Murphy was built in 1982 and the site was utilized due to a partial donation by the Ellece King-Murphy family. Thanks to the generous docent, a school in the mountains provides for the mountain neighborhood. Over time, the addition of 4 classrooms and library/media room upgrades were made. The current playground equipment was provided through the GOCO mini-grant +20 years ago. Within the last 10 years a new boiler was purchased and major maintenance was completed on the retention pond and water system funded from General Funds. The recent bond funded a new backup generator.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Clear Creek School District recently focused on creating a stronger district with the goals and visions of hiring the best educators, empowering learners, and branding as a visionary district! Safety and health of our students is priority number one and we need assistance to ensure our students have the best educational environments possible. As a district we have some of the highest FCI ratings of .58 (vs .40 state) for our school buildings and .68 (vs .48 state) for our sites and know upgrading our facilities will help us achieve our vision!

Deficiencies Associated with this Project:

Routine drinking water compliance tests collected at King Murphy Elementary indicate consistent concentrations of gross alpha and uranium in exceedance of the maximum contaminant level (MCL) established by the Colorado Primary Drinking Water Regulations (CPDWR) for community water systems. The drinking water at King Murphy can be causing a health threat to students, staff and anyone regularly ingesting water from the King Murphy facility.

The high concentration of radionuclides were discovered in October 2018 and JVA Consulting Engineers were contracted to determine next steps to understand and remediate the problem. Monthly testing began to monitor the radionuclides gross alpha, combined radium, and uranium. The school water fountains were blocked off from use and bottled water has been brought in for all water intended for ingestion. In February 2019, all water storage tanks were cleaned and the system was flushed. Testing throughout 2019 continued to indicate contaminated levels of gross alpha almost twice that of acceptable levels for community water systems and uranium levels well over acceptable.

The District in consult with JVA Engineers has investigated multiple strategies for remediation of the drinking water at King Murphy to provide safe and healthy water for students and staff in public areas, the staff break room, and the kitchen.

Proposed Solution to Address the Deficiencies Stated Above:

The Radionuclides Assessment created by JVA Consultant Engineers spells out the available treatment technologies, treatment effectiveness, and their appropriateness for small systems like that at King Murphy. Three treatments are identified as appropriate for small systems but only one, Point of Use (POU) is named appropriate for King Murphy as the others would require significant use of electricity, enlarging the overall septic system for added wastewater, and extensive hands on time by a certified operator for regular testing.

The Point of Use system (with a life of 10-15 years) will target water intended for ingestion as this is the water that poses harm to students and staff. The system is installed under a sink or behind walls of water fountains. It requires minor maintenance, such as changing filters through a service agreement with the installer. There is no further need to flush or clean the systems in future regarding this issue. Additionally, the filters can be disposed of regularly without any special need or considerations.

The POU system will be installed at the kitchen sink, staff break room, and the water fountains on each floor. The system is by far the most cost effective solution to our dangerous water issue.

How Urgent is this Project?

The Clear Creek School District held a community meeting in January of 2019. It was determined the health and safety of students and staff was at immediate risk with elevated Uranium levels in the King Murphy drinking water. The District is currently spending \$4,656 annually for bottled water at the facility to remedy the immediate threat. It is not sustainable for a facility of the King Murphy size to be providing all drinking water via trucked in bottled water. Although the CDE does not have specific standards for acceptable levels of radionuclides the District and community believe the Colorado Primary Drinking Water Regulations for community water systems should be upheld as regulated by Colorado Department of Public Health and Environment.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

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

Our estimate for the annual cost to maintain the domestic water project is \$2500. We determined this cost from an estimate from Culligan of Denver who at the time of the estimate would also be the installer of the new reverse osmosis POU systems. The installer will ideally be responsible for the ongoing maintenance of the system in order to ensure safe and healthy drinking water for the life of the system. Flushing and cleaning of the system will not be required in the future but testing every 6 months for the next 1.5 years may be prudent to ensure the reverse osmosis POU system is sufficiently doing what it is intended to accomplish and provide public safety reports for parents and staff. This cost is budgeted in our General Reserve Funds.

It is the intent of the District to provide 1.5% of the project total to a renewal budget for the next 10-15 years for an acceptable replacement to the system at the end of its life. The on-site Custodian will observe unexpected issues that arise with the system components. The supplier holding the maintenance contract will be contacted immediately to resolve issues in a timely manner.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The school was built as an elementary school and has always been an elementary school.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Backup generator replaced, well-pump replaced, booster pump replaced

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

A bond for approximately \$5 million dollars was distributed in November of 2019 for the replacement of 3 elementary school playground equipment and ground cover, upgrades to the existing athletic field at the high school, and miscellaneous building related maintenance and upgrades. The safe and healthy water at King Murphy falls under the category of 'miscellaneous building maintenance'.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Our 2019/20 District budget is \$364,136,650.

$\$364,136,650 / 752.5$ funded average = \$483,902.52 per pupil Assessed Valuation.

Due to limited resources in the district and loss of \$30M from Budget Stabilization in the last 5 years, issues have been responded to as they arise, specifically when they involve immediate safety, health, and security. The District went to the voters in 2018 for a bond issue for specific needed capital repairs that have long been ignored. The voters agreed and the bond passed. While many of the large capital projects were identified, underlying issues creating many of the issues have been uncovered. While many of the large capital projects were identified, smaller projects that were less foreseen like water safety were accounted for using less specific language.

$\$5,177,304$ bond proceeds / 752.5 funded average = \$6,880,14 per District FTE

Bond funds will be used for the recent new generator at \$59,124, filtration for Safe Water at \$25,840, and the site safety / playground at \$839,486. $(\$59,124 + \$25,840 + \$839,486) / 102$ (2018/19 FTE) = \$9,063.24 per King Murphy FTE.

The current necessary health and safety projects at King Murphy have put us over the budgeted number from bond funds. Dollars per FTE were not necessarily intended as a factor in this project as it is identified as necessary per public health standards for our entire school community to have free access to safe and healthy water with acceptable levels of Uranium and Gross Alpha.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

While the reverse osmosis point of use (POU) system does require some electricity, the cost of the utility is minimal with the solution selected to only treating water being consumed. Operations costs are significantly less than if treating all water including flushing toilets, hand washing, etc.

Current Grant Request:	\$13,072.50	CDE Minimum Match %:	75
Current Applicant Match:	\$13,072.50	Actual Match % Provided:	50
Current Project Request:	\$26,145.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2018 Bond, Capital Unreserved Fund
Future Grant Requests:	\$0.00		
Total of All Phases:	\$26,145.00	Escalation %:	5
Affected Sq Ft:	40,940	Construction Contingency %:	10
Affected Pupils:	118	Owner Contingency %:	10
Cost Per Sq Ft:	\$0.64	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.26	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$0.38	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$222	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	347	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
NA			

Financial Data (School District Applicants)

District FTE Count:	658	Bonded Debt Approved:	\$5,000,000
Assessed Valuation:	\$322,247,679	Year(s) Bond Approved:	18
PPAV:	\$489,738	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,261,877	Year(s) Bond Failed:	
Median Household Income:	\$69,936	Outstanding Bonded Debt:	\$3,930,000
Free Reduced Lunch %:	22.1	Total Bond Capacity:	\$64,449,536
Existing Bond Mill Levy:	4.233	Bond Capacity Remaining:	\$60,519,536
3yr Avg OMFAC/Pupil:	\$2,709.52		



BEST School District and BOCES Grant Waiver Application

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

Our facilities are in desperate need of repair specifically at the K-6th grade levels. Making capital improvements at these locations is imperative for the safety, health, and security of our students and staff! Many factors contribute to our state of affairs and lack of ability to make the necessary capital improvements to our facilities. The largest of these issues being the Budget Stabilization Factor and declining student population. Having to comply with the match of 75% significantly limits our District's goals of hiring the best educators and empowering our learners! We simply meet the needs of operation thus leaving our Unreserved Fund considerably low.

Our teachers are some of the lowest paid in the area and therefore have an extreme high teacher turnover rate of 40-50%. They cannot afford housing in the area, so drive through other districts to get to work, for lower pay. Often they move to another district after only a few years and increase their pay by 10,000 just by switching districts by 10 miles or less.

We are lacking curricular resources including a consistent math resource/program, literacy materials for elementary students, and science materials for secondary students. Further, we are significantly lacking professional learning for all levels of our organization, which increases the teacher turnover rate.

We run on a skeletal staff on the district level thus reducing supporting our schools and doing our best work for our students. Our learning environments are less than desirable. Furniture is old, outdated, and deteriorating. Facilities are sparse compared to the nearby larger districts continually doing major renovations and updates. Our elementary learning spaces are 38-60+ years old and lacking natural daylight, comfortable spaces, and environmentally responsible systems for modern learning.

We are losing students due to perceived disrepair, poor early learning facilities, and the inability to pay top notch teachers, approximately \$10k less than neighboring districts. The steady decline in students further adds to the District's lack of funding. See attached Salary Comparisons.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Budget Stabilization:

As a district over the last 5 years we have lost funding upwards of \$650k per year due to the Budget Stabilization Factor. We have the same capital needs but without these funds to help offset our educational opportunities. The waiver of reduction would allow for safe, dry and warm facilities while allowing for twenty first century learning curriculum. The impact of the negative factor will result in a decrease of \$662,793 just this year.

Closing of the Largest County Employer:

The scheduled gradual closing of the Henderson Mine, is affecting the total Assessed values in the District, shifting our funding to Equalization and subject, therefore, to the Budget Stabilization (Negative) Factor, reduction in funding. Where money was coming from this mine to help equalize our district it is not and thus we have lost upwards of \$30M in the last 5 years.

Every step closer to the mine closing means further decline in government revenues, potential government job loss and

therefore further unemployment and continued drop in population when workers must relocated to find work. According to the American Community Survey, 2011-2015 5 year release, 21% of the workers in our incorporated parts of Clear Creek County were government workers.

Low Student Population:

Seasonal workers and therefore seasonal families contribute to student population fluctuations. Furthermore, the available land to create more housing and therefore bring new and additional families to our District is limited due to the high percentage of protected land and land this is considered 'steep slopes' across Clear Creek County. According to the Envision Idaho Springs 2017 City of Idaho Springs Comprehensive Plan, open mountain slopes are the defining feature of the area as over 80% of Clear Creek County is public lands which are characterized as 30% slope of greater with the majority of Clear Creek County containing 45% slopes or greater. Lack of available land for future development and growth contribute to the challenges to grow the County and therefore economy in the Clear Creek School District region. Additionally, the largest age cohort in Clear Creek County is 55 and older being at 39% of the overall population. This trend indicates our older population is staying longer in the limited supply of residential units and removing the opportunity for new, young families to grow our district.

Furthermore, because of the unusually high percentage (75%) of protected land in our region, the school district must rely on a soft agreement for funds from the government to offset not receiving funds from property taxes that would be dedicated to it if not protected land. These unregulated funds are a mere fraction of a percentage, at approximately \$300,000, districts with higher rates of unprotected lands receive from development property taxes. See attached Steep Slope Topography, Who Lives Here, and History of Declining Students

Need for Multiple Facilities Due to Vast Geography:

Clear Creek School District's geography is spread over 35 miles or 50 minutes via roads in good weather along I-70 creating the need for 3 elementary schools to appropriately address the needs of our families in our County. While many districts have the opportunity to combine low student populations into single facilities, this is not an option for Clear Creek. Poverty levels, weather, highway conditions endanger students and take away from efficient learning time if they are travelling to and from school 6 times longer than the time they are even allowed for recess on a daily basis. See attached Facility Location Map.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's PPAV: \$489,738.11

Weighted Rank: 4.3% of 5% max

Our 2019/20 budget indicated \$364,136,650 / 752.5 funded average = \$483,902.52 per pupil Assessed Valuation. While this is a small difference, we are unclear from our past approved budget numbers and pupil count how the State arrived at the \$489,738.11 figure. It is important to our small district we recognize the lower general number and correct funded average to account for the many unique considerations our geography and economic impacts have on our district.

We therefore request a reduction in **match to 4.23%**.

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

Applicant's Median Household Income: \$69,936.00

Weighted Rank: 11.97% of 15% max

The American Community Survey, 2011-15 5 year release indicates the State average to be \$60.5k. Our County is divided into incorporated and unincorporated sectors with drastic difference of \$29.2k median HH

income between the two. The majority of our families with students attending Clear Creek School District come from these incorporated areas where the median HH income is \$50.2k, NOT the Clear Creek County average of \$67.7k as noted in The American Community Survey, 2011-15 5 year release.

We therefore request a reduction in **match to 8.6%**.

C. 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.

Applicant's FRED Percent: 22.1%

Weighted Rank: 18.54% of 20% max

Our students and families continue to experience food insecurity evidenced by the percentage of students receiving free or reduced lunch eligibility. In the last three years we have averaged 35% FRL, with some years above 40%. Currently, Carlson Elementary is 34%, King Murphy is 7%, CCMS is 22%, and CCHS is 21%. Georgetown Community School doesn't have numbers as they do not offer a lunch program.

The higher poverty demographics tend to be found in the west part of our county including Idaho Springs and further west, including Georgetown. The need for assistance is great as the Georgetown's unemployment rate is higher than the national average at 4.4%. The school provides cold lunch options for students on a daily basis. GCS partners with Mountain Backpacks to help distribute food items to 13 families in our school. Our Parent Teacher Organization provides supply scholarships for students and families that are not able to purchase items for the students.

While Evergreen (eastern side of the County) has lower poverty rates, anecdotally we observe students in need with families who are uncomfortable filling out forms regarding free-reduced lunch. As detailed later, the pressures on both families and students in the Evergreen part of our county are intense in different ways than in the western part of Clear Creek.

We send home food bags with students at all schools thanks to our community partners. We therefore request a reduction in **match to 15.5%**.

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

Applicant's Bond Elections: 1

Adjustment: **-1%** (-1% per attempt)

AGREED

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

Applicant's Bond Mill Levy: 4.233

Weighted Rank: **12.25%** of 20% max

AGREED

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

Applicant's Remaining Bond Capacity: \$60,519,536

Weighted Rank: 14.49% of 20% max

A 2018/19 successful \$5M+ bond was funded in November 2019 thus reducing this number. See attached CSAFE documentation.

We therefore request a reduction in **match to 13.3%**.

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

District's Unreserved General Fund: \$6,261,877

Weighted Rank: 14.83% of 20% max

The most recent, 06/30/2019, audit proves our Total General Fund balance to be \$6,687,808 which includes all Unreserved and Reserved Funds. The Clear Creek School District Unreserved General Fund Balance is not as stated above but is \$171,221. The Reserve Fund (money already committed for use such as salaries, operating expenses, insurance, etc. is 6,516,587. Furthermore, the General Fund balance of \$6,687,808 includes pre-school and insurance. The District's Unreserved General Fund is not \$6,261,877, It is only \$171,221. See attached 6/20/19 Balance Sheet.

We therefore request a reduction in **match to .41%**.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

Budget Stabilization over the last 5 years, as mentioned above in item #2, coupled with our declining enrollment has cost CCSD well over \$30M. Our **declining enrollment** of ~700 students in the last 20 years from ~1,400. Refer to attached History of Declining Students shows this 50% loss.

While recently approved full-day kindergarten, Clear Creek as **always funded full day kindergarten** as it has been critical to community and poverty in our region. While important it adds to the continual decline in our General Fund Balance. Clear Creek School District averages 42% of the total costs. See attached 5 year numbers.

Additionally, due to our location 35 miles from Denver, Clear Creek does not benefit from proximity to necessary district resources for our **special education students (SpEd)**. Specifically we have eight students who require daily transportation to the metro area. These eight students required \$91,982.33 in transportation costs alone for the 2018/19 school year, which is 48% of our district total transportation costs. Our SpEd costs total \$350,156.73 for 2018/19 (as an example) which is high due to the fact we do not have a specialized facility for these students nearby our rural communities. See attached for more detail.

Similar to the above noted item, our distance 35 miles to the metro area and 35 miles to other neighboring communities rack up **excessive costs in busing** for athletics, regionals, field trips, and other curricular and extra-curricular activities which larger districts in metro areas do not realize. The distance as well as the time for drivers adds to this fee. Refer to attached Facility Location Map and see attached email regarding busing numbers.

We currently pay into the Mt. Evans BOCES with two other regions to ensure necessary services for our district. Our rural locations make the BOCES expense much higher than typical district costs. Mt. Evans **BOCES must offer a higher salary** to attract the traveling specialist who not only travels within our vast region but that of two neighboring rural districts. The salary cost is in turn passed down to the districts.

Finally, unlike Denver, its suburbs, and the neighboring front range, regional **employment declined** by 20% in Clear Creek County, from the County Business Patterns 2014. Although, unemployment has dropped nationally and locally since 2014, Clear Creek County hovers just above or below the Colorado average for the last 5 years per www.homefacts.com. As the local mine continues closure, it is anticipated unemployment will spike.

For these reasons, as well as, the need for multiple facilities due to geography, closing for our County's largest employer and its impact on the Budget Stabilization Factor, and the multiple reason for our declining student population we therefore request a further **reduction in match by -3%**.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The Clear Creek School District continually works with the City of Idaho Springs, Town of Georgetown, and Clear Creek County Commissioners to discuss financing and budgetary concerns as they relate to our schools and communities at large. Meetings between these parties occur as needed approximately 1 or more per month.

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It is recognized by the District leaders that in a small community and district it is important to work together with other organizations to achieve mutually beneficial goals to provide a visionary district that attracts and grows the best educators for empowered learners!

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

50.29%

CDE Minimum Match Percentage:

75%

● **Facilities Impacted by this Grant Application** ●

CLEAR CREEK RE-1 - King Murphy ES Site Safety - King Murphy ES - 1982

District:	Auditor - Clear Creek RE-1
School Name:	King Murphy ES
Address:	425 CIRCLE K ROAD
City:	EVERGREEN
Gross Area (SF):	40,940
Number of Buildings:	1
Replacement Value:	\$10,782,567
Condition Budget:	\$5,709,937
Total FCI:	0.53
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Site	\$1,047,234	\$648,966	0.62
Structure	\$1,583,287	\$30,000	0.02
Overall - Total	\$10,782,567	\$6,137,134	0.57

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: CLEAR CREEK RE-1

County: Clear Creek

Project Title: King Murphy ES Site Safety

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

King-Murphy Elementary is located in Clear Creek County and bordering the county line with Jefferson County nestled in the Rocky Mountains. We are one of three elementary schools in the district. Although a small district, it is a 45 minute drive between our furthest elementary schools. As a district we are losing students due to perceived disrepair, poor early learning facilities, and the inability to pay top notch teachers. The decline in students adds to the District's lack of funding. Although, the larger funding issue centers around the loss of ~\$650k per year over the past 5 years due to Budget Stabilization. We have the same capital needs without funding to offset our educational opportunities. The award of this grant will provide a safe facility at King Murphy while allowing for twenty first century learning curriculum.

Clear Creek School District's learning environments are less than desirable and making capital improvements is imperative for the safety, health, and security of our students and staff! Furniture is old, outdated, and deteriorating. Facilities are sparse compared to the nearby larger districts continually doing major renovations and updates. Our elementary learning spaces are 38-65+ years old and lacking natural daylight, comfortable spaces, and environmentally responsible systems for modern learning. King Murphy is the youngest at 38 years old. Our facilities are in desperate need of repair specifically at the K-6th grade levels.

Clear Creek teachers are some of the lowest paid in the area at \$37k and therefore we have an extremely high teacher turnover rate of 40-50%. The District lacks curricular resources including consistent math resources/programs, literacy materials for elementary students, and science materials for secondary students. We are significantly lacking professional learning for all levels, thus increasing teacher turnover which is a disservice to students. Our tight budgeting must continually be used on maintenance and safety issues.

Being an International Baccalaureate (IB) school sets King Murphy apart from all other mountain schools. We follow the CDE academic standards but build curriculum through the IB Program, a philosophy of teaching and learning with an emphasis on being student-centered. Many of our activities range from using outdoor spaces (the playground, the nature trail, the outdoor classroom) as well as the media center, an innovation room, and dedicated classrooms for specials programming. We supplement our curriculum with Everyday Math, Journeys (literacy), and The Teachers College Reading and Writing Program (literacy). We embrace "Design Thinking" mindset as a way to solve complex problems in a dynamic reality taught to kindergarten through 6th. Safety of our outdoor spaces is critical to our curriculum.

King Murphy was built in 1982 and the site was utilized due to a partial donation by the Ellece King-Murphy family. Thanks to the generous docent, a school in the mountains provides for the mountain neighborhood. Over time, the addition of 4 classrooms and library/media room upgrades were made. The current playground equipment was provided through the GOCO mini-grant +20 years ago. Within the last 10 years a new boiler was purchased and major maintenance was completed on the retention pond and water system funded from General Funds. The recent bond funded a new backup generator.

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Clear Creek School District recently focused on creating a stronger district with the goals and visions of hiring the best educators, empowering learners, and branding as a visionary district! Safety and health of our students is priority number one and we need assistance to ensure our students have the best educational environments possible. As a district we have some of the highest FCI ratings of .58 (vs .40 state) for our school buildings and .68 (vs .48 state) for our sites and know upgrading our facilities will help us achieve our vision!

Deficiencies Associated with this Project:

The site at King Murphy is in desperate need of repair in regards to stormwater drainage and widespread erosion as its current conditions cause a threat of health, safety, and security concerns regarding students and staff. The statewide Facility Condition Index score is .52, well beyond twice the Adequacy Index and the site being approximately 10% of the Replacement Cost. King Murphy sits on a steep slope in the Rocky Mountains, approximately 45 degrees. To provide safe, flat outdoor play space and emergency exiting and evacuation from the building, the land adjacent to the school is graded into 7 tier conditions provided by multiple retaining walls, the highest +12 feet. The site work on a sloped terrain is an integrated system created numerous safety issues when problems become apparent. Poor drainage causes severe erosion thus creating rot, deterioration, and various safety concerns. The statewide assessment further notes cracks to foundation along the backside of the building likely due to poor drainage control.

Fencing throughout and unanchored wrought iron guardrails line the tallest tier (they are missing, per code, at all other locations) and are canted in multiple directions due to loose ground scouring behind the retaining walls from improper drainage. Children playing soccer and other running games risk tripping against and through the loose rails to the eventual 12' fall below. The CDE Assessment dated January 2020 requires replacement within 5 years. Professionals have noted the guardrail should be replaced sooner due to extreme safety.

The concrete block retaining walls are crumbling from years of settlement and poor drainage. The heaving landscape blocks bulge over children and staff. Parts of the wall are separating from one another creating serious danger of collapse. The CDE Assessment dated January 2020 requires a professional investigation and replacement within 5 years. JVA engineering has reviewed the conditions and recommends fixing the unsafe site condition "as soon as possible".

Exposed splintered, bolts, and rotted edges exist at the railroad tie timbers making up the shorter retaining walls. Play near these areas is restricted or requires vigilant supervision.

The fire lane behind the school building dead-ends onto the upper most tier supported by the +12' buckling retaining wall. Through visual inspection by the engineer the tier is likely no longer stable enough to withstand the weight of an emergency vehicle.

Poor drainage and erosion control are the underlying issues to the above noted deficiencies. The professional report by JVA Engineering notes correcting drainage and erosion will alleviate the ongoing deterioration.

Currently exiting the building is unsafe as drainage collects near these doorways and freezes. The ground is sloping toward the building instead of creating positive drain flow. Ice builds up against the doors, sidewalks, and stairs most of the winter. This emergency evacuation path from the building is out these doors, across the heaving turf field marred by settlement and depressions, and adjacent to the unsecured railing. Storm runoff is conveyed directly onto this path which is obvious from the existing dirt and rocks scrubbing into the turf/terrain and/or snow that turns into ice blocks for much of the winter.

Playground Equipment was installed in 2 phases in 1999 and 2005. It is old and unimaginative. It does not support the school's current IB curriculum. The CDE Assessment dated January 2020 requires a professional investigation and replacement of the rubber protective ground surfacing within 5 years.

Inadequate sightlines between children and staff are safety concerns caused by the varying terrain and multiple tiers. The current grading creates pockets of space hidden during staff's visual scans of the playground.

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Finally the lack of accessible paths to or from anywhere on this site and playground make it near impossible for children and/or staff with handicaps to partake in activities similar to their peers.

Maintenance has continued over the years to address these concerns by regular ice and snow removal. Regular inspection of the site wall conditions and assessment of potential risk occur throughout the year. The existing retaining walls, flatwork, storm infrastructure, grading and drainage conditions indicate significant safety and health issues and are increasingly hazardous if left uncorrected.

Children, families, and staff are in danger both on the playground site and at any time the building requires evacuation due to the current site conditions at King Murphy Elementary.

Proposed Solution to Address the Deficiencies Stated Above:

JVA Consulting Engineers were hired to complete a Civil Engineering Site Conditions Assessment and Opinion of Probable Costs. A topographic and utility location survey has been completed in 2020. A 2013 Geotechnical report was used as the basis of the above noted Conditions Assessment. Additionally, surveys of the students and staff were completed to understand their concerns and desires for the new playground and evacuation path. The scope of the project must be a comprehensive solution due to the terracing of the site. Solving for any one of the issues impacts other impending issues mentioned. Steep slope conditions require advanced civil engineering to reduce or eliminate the dangers caused by the regular excessive water, snow, ice and falling rocks seen in these mountainous conditions.

Demolition, excavation, and replacement of retaining walls and handrails is necessary and will be accomplished by pursuit of a fair and competitive bid process. New anchored guard rails and handrails will be installed at all walls 30" or taller per building code. The deteriorated retaining walls and site stairs will be removed and replaced with a new tiered segmental block retaining wall system with drainage promoting gravel backfill section, a perforated underdrain pipe and drain board installed to alleviate improper drainage and their effects. A site grading and drainage remediation plan, and playground design will be necessary to complete this project in total. Civil engineered drawings will design and document appropriate material for replacement of splintered, rotted, decaying retaining materials and structurally sound tiers to withstand emergency vehicles where in conjunction with the designated fire lane.

The evacuation path will further be made safe by installing new erosion control over subsurface drainage rock with underdrains to convey drainage away from the field and eliminate the settlement, heaving, and infill mitigation caused by poor drainage. Installation will include regrading and compaction of existing soils (possibly structural fill), leveling and a gravel trench section with underdrains. Turf areas will be located with thought to eliminate erosion caused by neighboring uncontained rustic mountain landscape. A curb or retaining fencing is recommended to further create a safety from tumbling rocks and debris.

To create safe exits from the building, terrain will be graded away from the building face towards a new trench drain. Further drainage issues will be corrected by adding area drains throughout the project site. Additionally, the use of a heated walkway and/or awnings at these exits are being investigated.

The new design, through a fair, competitive, and transparent selection process, for the playground site will include new playground equipment and ground cover safe for our snowy conditions and appropriate to the school's growing curriculum. New tiers and grading will address sightline concerns and the addition of accessible paths for evacuation and playground use. Max. 2.0% cross slope and 5.0% max longitudinal slope will promote ADA accessibility on the site.

The project aims to bring King Murphy up to the standards of the BEST Construction Guidelines by create consistency with means of egress related to secure sites and playgrounds, bike access and storage, fire lanes and playgrounds per the Colorado Division of Fire Prevention and Control, considerations for water management to prevent erosion and soil expansion, and native plant materials and alternative options for sport fields. Most importantly, the site safety work will provide children and staff a safe site for play and emergency evacuation as well as provide positive drainage to protect the facility asset of the District.

How Urgent is this Project?

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The Civil Engineering Site Conditions Assessment recommends a fix to the unsafe site conditions "as soon as possible" as additional heaving and settlement conditions are likely to progress without remediation. While it is difficult to predict exactly when the retaining walls will fail completely, it is assured failure is eminent.

If/ when failure occurs the playground area would no longer be safe as children and staff would be in danger. The playground would have to be quadended off and no longer usable. This would cause greater ramifications than the reduced ability to run, play and have outdoor lessons. This portion of the site is a major building evacuation path and acts as part of the emergency vehicle turn-around. If the playground portion of the site were to be condemned, the King Murphy facility may be restricted or limited to its overall use in order to guarantee the safety and welfare of the students and staff. The Evergreen Fire Authority has provided a letter indicating their concern regarding access to the site and building.

Furthermore, the redevelopment of tthe site will allow for proper design for ADA accessibility. While Clear Creek School District has been able to manage the expectations of possible students and staff with ADA challenges by utilizing other facilities, it is not in the school's or public's best interest to retain the existing ADA barriers which do restrict any access to regular play as well as efficient emergency egress from the structure.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Our estimate for the annual cost to assess, repair, and maintain the project is \$4500. We determined this cost by estimating the maintenance/custodial support (\$2000) required to properly clean the area and equipment regularly, as well as estimating minor repairs each year (\$2500). We are budgeting for this throughout the summer as well, since it will be accessible to the public and will require year-round maintenance. We plan to budget this annual cost into our maintenance & facilities budget, which comes from general fund dollars.

It is the intent of the intent of the District to provide 1.5% of the project total to a renewal budget for the next 20 years with the understanding the proper site due diligence being done now will help alleviate future need for a complete regrading again down the line.

We have a Director of Maintenance & Facilities at the district level. The on-site Custodian will observe the site daily and keep it free of ice & snow as possible. The School District will continue to make this King Murphy playground and evacuation path safe and meet all regular maintenance needs of equipment, ground surface, drainage, accessibility, and retaining wall specifications. Going forward a plan is in development to mitigate ice and snow more regularly. Visual inspection of stormwater run-off will be part of the site maintenance plan. Mediation of issue will not be ignored and documented immediately for bi-annual reviews of facility maintenance records and a district-wide facility master plan which will be focused on warm, safe, and dry standards.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The school was constructed new to be a school and has always been King Murphy Elementary.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Backup generator replace, well-pump replaces, booster pump replaced

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

A bond for approximately \$5 million dollars was distributed in November of 2019 for the replacement of 3 elementary school playground equipment and ground cover, upgrades to the existing athletic field at the high school, and miscellaneous building related maintenance and upgrades. The severity of crumbling retaining walls and drainage concerns at King Murphy were not

BEST FY2020-21 GRANT APPLICATION SUMMARIES

realized until well after the budget for this bond vote was approved. In order to provide voters with the playground refresh they deserve, work should be completed within the next 24 months. Not having appropriate funds to correct the site's retaining walls, flatwork, storm infrastructure, and general grading, drainage and accessible paths prior to install of updated playground equipment is not best practice and would leave dangerous, unsafe conditions. Correcting the problems later will create a much added expense to the overall project.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Our 2019/20 District budget is \$364,136,650.

\$364,136,650 / 752.5 funded average = \$483,902.52 per pupil Assessed Valuation.

Due to limited resources in the district and loss of \$30M from Budget Stabilization in the last 5 years, issues have been responded to as they arise, specifically when they involve immediate safety, health, and security. The District went to the voters in 2018 for a bond issue for specific needed capital repairs that have long been ignored. The voters agreed and the bond passed. While many of the large capital projects were identified, underlying issues creating many of the issues have been uncovered. An example of this specifically is the extreme erosion and poor drainage at King Murphy causing the unsafe ice and unlevel ground throughout the site.

\$5,177,304 bond proceeds / 752.5 funded average = \$6,880,14 per District FTE

Bond funds are to be used for recent new generator at \$59,124, safe water filtration at \$25,840, and the Site Safety / Playground Redevelopment at \$839,486. $(\$59,124 + \$25,840 + \$839,486) / 102$ (2018/19 FTE) = \$9,063.24 per King Murphy FTE

Erosion and safety issues discovered on the King Murphy site greatly increased the King Murphy need from the budgeted average per pupil.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$427,687.50	CDE Minimum Match %:	75
Current Applicant Match:	\$427,687.50	Actual Match % Provided:	50
Current Project Request:	\$855,375.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2018 Bond, Capital Unreserved Fund, Grants and Donations
Future Grant Requests:	\$40,000.00		
Total of All Phases:	\$855,375.00	Escalation %:	5
Affected Sq Ft:	33,085	Construction Contingency %:	20
Affected Pupils:	118	Owner Contingency %:	5
Cost Per Sq Ft:	\$25.85	Historical Register?	No
Soft Costs Per Sq Ft:	\$13.51	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$12.34	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$7,249	Is a Master Plan Complete?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Gross Sq Ft Per Pupil: 347 **Who owns the Facility?** District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

NA

Financial Data (School District Applicants)

District FTE Count:	658	Bonded Debt Approved:	\$5,000,000
Assessed Valuation:	\$322,247,679	Year(s) Bond Approved:	18
PPAV:	\$489,738	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,261,877	Year(s) Bond Failed:	
Median Household Income:	\$69,936	Outstanding Bonded Debt:	\$3,930,000
Free Reduced Lunch %:	22.1	Total Bond Capacity:	\$64,449,536
Existing Bond Mill Levy:	4.233	Bond Capacity Remaining:	\$60,519,536
3yr Avg OMFAC/Pupil:	\$2,709.52		



BEST School District and BOCES Grant Waiver Application

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

Our facilities are in desperate need of repair specifically at the K-6th grade levels. Making capital improvements at these locations is imperative for the safety, health, and security of our students and staff! Many factors contribute to our state of affairs and lack of ability to make the necessary capital improvements to our facilities. The largest of these issues being the Budget Stabilization Factor and declining student population. Having to comply with the match of 75% significantly limits our District's goals of hiring the best educators and empowering our learners! We simply meet the needs of operation thus leaving our Unreserved Fund considerably low.

Our teachers are some of the lowest paid in the area and therefore have an extreme high teacher turnover rate of 40-50%. They cannot afford housing in the area, so drive through other districts to get to work, for lower pay. Often they move to another district after only a few years and increase their pay by 10,000 just by switching districts by 10 miles or less.

We are lacking curricular resources including a consistent math resource/program, literacy materials for elementary students, and science materials for secondary students. Further, we are significantly lacking professional learning for all levels of our organization, which increases the teacher turnover rate.

We run on a skeletal staff on the district level thus reducing supporting our schools and doing our best work for our students. Our learning environments are less than desirable. Furniture is old, outdated, and deteriorating. Facilities are sparse compared to the nearby larger districts continually doing major renovations and updates. Our elementary learning spaces are 38-60+ years old and lacking natural daylight, comfortable spaces, and environmentally responsible systems for modern learning.

We are losing students due to perceived disrepair, poor early learning facilities, and the inability to pay top notch teachers, approximately \$10k less than neighboring districts. The steady decline in students further adds to the District's lack of funding. See attached Salary Comparisons.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Budget Stabilization:

As a district over the last 5 years we have lost funding upwards of \$650k per year due to the Budget Stabilization Factor. We have the same capital needs but without these funds to help offset our educational opportunities. The waiver of reduction would allow for safe, dry and warm facilities while allowing for twenty first century learning curriculum. The impact of the negative factor will result in a decrease of \$662,793 just this year.

Closing of the Largest County Employer:

The scheduled gradual closing of the Henderson Mine, is affecting the total Assessed values in the District, shifting our funding to Equalization and subject, therefore, to the Budget Stabilization (Negative) Factor, reduction in funding. Where money was coming from this mine to help equalize our district it is not and thus we have lost upwards of \$30M in the last 5 years.

Every step closer to the mine closing means further decline in government revenues, potential government job loss and

therefore further unemployment and continued drop in population when workers must relocated to find work. According to the American Community Survey, 2011-2015 5 year release, 21% of the workers in our incorporated parts of Clear Creek County were government workers.

Low Student Population:

Seasonal workers and therefore seasonal families contribute to student population fluctuations. Furthermore, the available land to create more housing and therefore bring new and additional families to our District is limited due to the high percentage of protected land and land this is considered 'steep slopes' across Clear Creek County. According to the Envision Idaho Springs 2017 City of Idaho Springs Comprehensive Plan, open mountain slopes are the defining feature of the area as over 80% of Clear Creek County is public lands which are characterized as 30% slope of greater with the majority of Clear Creek County containing 45% slopes or greater. Lack of available land for future development and growth contribute to the challenges to grow the County and therefore economy in the Clear Creek School District region. Additionally, the largest age cohort in Clear Creek County is 55 and older being at 39% of the overall population. This trend indicates our older population is staying longer in the limited supply of residential units and removing the opportunity for new, young families to grow our district.

Furthermore, because of the unusually high percentage (75%) of protected land in our region, the school district must rely on a soft agreement for funds from the government to offset not receiving funds from property taxes that would be dedicated to it if not protected land. These unregulated funds are a mere fraction of a percentage, at approximately \$300,000, districts with higher rates of unprotected lands receive from development property taxes. See attached Steep Slope Topography, Who Lives Here, and History of Declining Students

Need for Multiple Facilities Due to Vast Geography:

Clear Creek School District's geography is spread over 35 miles or 50 minutes via roads in good weather along I-70 creating the need for 3 elementary schools to appropriately address the needs of our families in our County. While many districts have the opportunity to combine low student populations into single facilities, this is not an option for Clear Creek. Poverty levels, weather, highway conditions endanger students and take away from efficient learning time if they are travelling to and from school 6 times longer than the time they are even allowed for recess on a daily basis. See attached Facility Location Map.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's PPAV: \$489,738.11

Weighted Rank: 4.3% of 5% max

Our 2019/20 budget indicated \$364,136,650 / 752.5 funded average = \$483,902.52 per pupil Assessed Valuation. While this is a small difference, we are unclear from our past approved budget numbers and pupil count how the State arrived at the \$489,738.11 figure. It is important to our small district we recognize the lower general number and correct funded average to account for the many unique considerations our geography and economic impacts have on our district.

We therefore request a reduction in **match to 4.23%**.

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

Applicant's Median Household Income: \$69,936.00

Weighted Rank: 11.97% of 15% max

The American Community Survey, 2011-15 5 year release indicates the State average to be \$60.5k. Our County is divided into incorporated and unincorporated sectors with drastic difference of \$29.2k median HH

income between the two. The majority of our families with students attending Clear Creek School District come from these incorporated areas where the median HH income is \$50.2k, NOT the Clear Creek County average of \$67.7k as noted in The American Community Survey, 2011-15 5 year release.

We therefore request a reduction in **match to 8.6%**.

C. 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.

Applicant's FRED Percent: 22.1%

Weighted Rank: 18.54% of 20% max

Our students and families continue to experience food insecurity evidenced by the percentage of students receiving free or reduced lunch eligibility. In the last three years we have averaged 35% FRL, with some years above 40%. Currently, Carlson Elementary is 34%, King Murphy is 7%, CCMS is 22%, and CCHS is 21%. Georgetown Community School doesn't have numbers as they do not offer a lunch program.

The higher poverty demographics tend to be found in the west part of our county including Idaho Springs and further west, including Georgetown. The need for assistance is great as the Georgetown's unemployment rate is higher than the national average at 4.4%. The school provides cold lunch options for students on a daily basis. GCS partners with Mountain Backpacks to help distribute food items to 13 families in our school. Our Parent Teacher Organization provides supply scholarships for students and families that are not able to purchase items for the students.

While Evergreen (eastern side of the County) has lower poverty rates, anecdotally we observe students in need with families who are uncomfortable filling out forms regarding free-reduced lunch. As detailed later, the pressures on both families and students in the Evergreen part of our county are intense in different ways than in the western part of Clear Creek.

We send home food bags with students at all schools thanks to our community partners. We therefore request a reduction in **match to 15.5%**.

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

Applicant's Bond Elections: 1

Adjustment: **-1%** (-1% per attempt)

AGREED

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

Applicant's Bond Mill Levy: 4.233

Weighted Rank: **12.25%** of 20% max

AGREED

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

Applicant's Remaining Bond Capacity: \$60,519,536

Weighted Rank: 14.49% of 20% max

A 2018/19 successful \$5M+ bond was funded in November 2019 thus reducing this number. See attached CSAFE documentation.

We therefore request a reduction in **match to 13.3%**.

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

District's Unreserved General Fund: \$6,261,877

Weighted Rank: 14.83% of 20% max

The most recent, 06/30/2019, audit proves our Total General Fund balance to be \$6,687,808 which includes all Unreserved and Reserved Funds. The Clear Creek School District Unreserved General Fund Balance is not as stated above but is \$171,221. The Reserve Fund (money already committed for use such as salaries, operating expenses, insurance, etc. is 6,516,587. Furthermore, the General Fund balance of \$6,687,808 includes pre-school and insurance. The District's Unreserved General Fund is not \$6,261,877, It is only \$171,221. See attached 6/20/19 Balance Sheet.

We therefore request a reduction in **match to .41%**.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

Budget Stabilization over the last 5 years, as mentioned above in item #2, coupled with our declining enrollment has cost CCSD well over \$30M. Our **declining enrollment** of ~700 students in the last 20 years from ~1,400. Refer to attached History of Declining Students shows this 50% loss.

While recently approved full-day kindergarten, Clear Creek as **always funded full day kindergarten** as it has been critical to community and poverty in our region. While important it adds to the continual decline in our General Fund Balance. Clear Creek School District averages 42% of the total costs. See attached 5 year numbers.

Additionally, due to our location 35 miles from Denver, Clear Creek does not benefit from proximity to necessary district resources for our **special education students (SpEd)**. Specifically we have eight students who require daily transportation to the metro area. These eight students required \$91,982.33 in transportation costs alone for the 2018/19 school year, which is 48% of our district total transportation costs. Our SpEd costs total \$350,156.73 for 2018/19 (as an example) which is high due to the fact we do not have a specialized facility for these students nearby our rural communities. See attached for more detail.

Similar to the above noted item, our distance 35 miles to the metro area and 35 miles to other neighboring communities rack up **excessive costs in busing** for athletics, regionals, field trips, and other curricular and extra-curricular activities which larger districts in metro areas do not realize. The distance as well as the time for drivers adds to this fee. Refer to attached Facility Location Map and see attached email regarding busing numbers.

We currently pay into the Mt. Evans BOCES with two other regions to ensure necessary services for our district. Our rural locations make the BOCES expense much higher than typical district costs. Mt. Evans **BOCES must offer a higher salary** to attract the traveling specialist who not only travels within our vast region but that of two neighboring rural districts. The salary cost is in turn passed down to the districts.

Finally, unlike Denver, its suburbs, and the neighboring front range, regional **employment declined** by 20% in Clear Creek County, from the County Business Patterns 2014. Although, unemployment has dropped nationally and locally since 2014, Clear Creek County hovers just above or below the Colorado average for the last 5 years per www.homefacts.com. As the local mine continues closure, it is anticipated unemployment will spike.

For these reasons, as well as, the need for multiple facilities due to geography, closing for our County's largest employer and its impact on the Budget Stabilization Factor, and the multiple reason for our declining student population we therefore request a further **reduction in match by -3%**.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The Clear Creek School District continually works with the City of Idaho Springs, Town of Georgetown, and Clear Creek County Commissioners to discuss financing and budgetary concerns as they relate to our schools and communities at large. Meetings between these parties occur as needed approximately 1 or more per month.

We are currently working to partner with Clear Creek County and the Clear Creek Economic Development Corporation to gain funds to assist to complete District property assessments for use in development of our much needed Facilities Master Plan. Additionally, the District has signed an agreement to partner with the Clear Creek Metropolitan District for shared use of both our facilities to aid in meeting the needs of our students, staff, and community as a whole. This partnership will help provide adequate facilities for sports teams as our current facilities are either too small or in need of refurbishment. Recreation District memberships will provide added benefits to our staff beyond their basic compensation.

We have recently partnered with Clear Creek Broadband, LLC who is a community based broadband internet service company. The company secured a large grant to work in and with Clear Creek to benefit to the community by providing students and families (after the completion of the network) with broadband internet connection to study, do research and basically have high speed internet connections necessary to be a part of today's economy. We are currently working on our King Murphy site and hope to broaden the scope further to other locations.

It is recognized by the District leaders that in a small community and district it is important to work together with other organizations to achieve mutually beneficial goals to provide a visionary district that attracts and grows the best educators for empowered learners!

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

50.29%

CDE Minimum Match Percentage:

75%



King-Murphy Elementary School

425 Circle K Ranch Rd. Evergreen, CO 80439

Tele: (303) 670-0005 ♦ Fax (303) 674-6735

king-murphy.ccsdre1.org/



To Whom It May Concern:

As principal of a small school we do not have the traditional safety team lead, so I'd like to share some concerns in support of our BEST Grant application. As noted in our application we have several legitimate concerns we are hoping to mitigate with the additional funding of the BEST grant, specifically in regards to our site safety at our playground. We have general supervisory concerns as well as the physical dangers.

In regards to general supervision, with our playground being designed as a multi-tier system, it does not allow for clean lines of sight for supervision and requires more adult monitors than would be necessary for the amount of children present. Particularly you cannot see from one "end" of the playground to the other, even if you are positioned on a top tier. We require two strategically placed monitors at every recess, and even then it is difficult to effectively monitor the areas where students can play.

In regards to physical safety concerns, the tiers are created using a variety of concrete steps, retaining walls built with decorative concrete blocks, and various filler materials from rubber to wood chips. The poor (and often excessive drainage) has caused exposed roots to be a big issue in combination with hard-packed or rocky ground. This has caused a large concern and many related student injuries.

Thank you for your consideration of our BEST grant proposal and this additional evidence of need in regards to our playground space.

Best regards,

Tony Pascoe
Principal, King-Murphy Elementary



Evergreen Fire/Rescue

1802 Bergen Parkway • Evergreen, Colorado 80439
Phone: 303-674-3145 • Fax: 303-674-8701

Attention: Carla L. Pokrywka Cole
Clear Creek School District RE-1
PO Box 3399
Idaho Springs, Colorado 80452

Dear Carla,

This letter is in regard to the proposed regrading, drainage, and wall remediation of the multi-tiered retaining walls at King Murphy Elementary School located within the Evergreen Fire Protection District.

There is a fire access lane that runs along the West side of the school to the turf area on the Northwest side of the school. This area is used as an emergency apparatus turn around directly above the multi-tiered retaining wall. To ensure safety during response operations all surfaces along the fire access lane and the turf turn around must comply with D102.1 of the 2015 International Fire Code requiring support of a minimum of 75,000 pounds.

Please contact me if you have any questions in regard to this information.

Respectfully,

Rachel Rush

Rachel Rush
Fire Inspector
Evergreen Fire/Rescue

Cc: Colorado Department of Education

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - DW Roof Replacement & Restoration - Lincoln ES - 1971

District:	Auditor - Thompson R-2J
School Name:	Lincoln ES
Address:	3312 NORTH DOUGLAS AVENUE
City:	LOVELAND
Gross Area (SF):	43,416
Number of Buildings:	3
Replacement Value:	\$11,774,292
Condition Budget:	\$9,598,949
Total FCI:	0.82
Adequacy Index:	0.04



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,085,235	\$2,358,900	1.13
Equipment and Furnishings	\$296,322	\$346,096	1.17
Exterior Enclosure	\$1,412,271	\$970,979	0.69
Fire Protection	\$1,969	\$419,857	213.18
HVAC System	\$2,246,582	\$2,805,430	1.25
Interior Construction and Conveyance	\$1,720,114	\$1,413,734	0.82
Plumbing System	\$556,779	\$476,766	0.86
Site	\$1,930,276	\$1,209,234	0.63
Special Construction	\$105,189	\$0	0.00
Structure	\$1,419,555	\$15,748	0.01
Overall - Total	\$11,774,292	\$10,016,744	0.85

THOMPSON R2-J - DW Roof Replacement & Restoration - Conrad Ball MS - 1973

District:	Auditor - Thompson R-2J
School Name:	Conrad Ball MS
Address:	2660 NORTH MONROE AVENUE
City:	LOVELAND
Gross Area (SF):	95,090
Number of Buildings:	2
Replacement Value:	\$24,526,032
Condition Budget:	\$17,957,493
Total FCI:	0.73
Adequacy Index:	0.05



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,499,039	\$5,336,718	1.19
Equipment and Furnishings	\$621,422	\$776,778	1.25
Exterior Enclosure	\$2,223,287	\$281,331	0.13
Fire Protection	\$907,362	\$0	0.00
Furnishings	\$810,731	\$0	0.00
HVAC System	\$5,111,209	\$4,881,464	0.96
Interior Construction and Conveyance	\$3,843,926	\$3,233,503	0.84
Plumbing System	\$1,236,329	\$1,121,750	0.91
Site	\$2,716,772	\$2,318,078	0.85
Special Construction	\$52,594	\$0	0.00
Structure	\$2,503,359	\$7,874	0.00
Overall - Total	\$24,526,032	\$17,957,496	0.73

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - DW Roof Replacement & Restoration - Walt Clark MS - 1978

District:	Auditor - Thompson R-2J
School Name:	Walt Clark MS
Address:	2605 CARLISLE DRIVE
City:	LOVELAND
Gross Area (SF):	96,840
Number of Buildings:	1
Replacement Value:	\$28,398,061
Condition Budget:	\$7,385,593
Total FCI:	0.26
Adequacy Index:	0.13



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,815,387	\$1,751,202	0.46
Equipment and Furnishings	\$784,877	\$587,730	0.75
Exterior Enclosure	\$2,370,873	\$434,648	0.18
Fire Protection	\$15,499	\$688,418	44.42
Furnishings	\$688,718	\$39,064	0.06
HVAC System	\$5,258,126	\$1,843,645	0.35
Interior Construction and Conveyance	\$4,329,381	\$1,259,989	0.29
Plumbing System	\$1,495,670	\$141,124	0.09
Site	\$2,871,904	\$1,309,785	0.46
Structure	\$6,767,625	\$0	0.00
Overall - Total	\$28,398,061	\$8,055,605	0.28

THOMPSON R2-J - DW Roof Replacement & Restoration - Loveland HS - 1963

District:	Auditor - Thompson R-2J
School Name:	Loveland HS
Address:	920 WEST 29TH STREET
City:	LOVELAND
Gross Area (SF):	213,912
Number of Buildings:	3
Replacement Value:	\$50,511,178
Condition Budget:	\$35,882,927
Total FCI:	0.71
Adequacy Index:	0.09



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$8,251,469	\$8,732,061	1.06
Equipment and Furnishings	\$1,325,750	\$1,338,717	1.01
Exterior Enclosure	\$6,768,819	\$4,659,861	0.69
Fire Protection	\$164,021	\$2,087,218	12.73
Furnishings	\$831,814	\$650,806	0.78
HVAC System	\$10,415,029	\$9,162,767	0.88
Interior Construction and Conveyance	\$8,215,005	\$5,625,862	0.68
Plumbing System	\$3,225,255	\$1,947,102	0.60
Site	\$5,410,218	\$3,741,619	0.69
Special Construction	\$123,791	\$0	0.00
Structure	\$5,780,006	\$11,200	0.00
Overall - Total	\$50,511,178	\$37,957,213	0.75

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - DW Roof Replacement & Restoration - Thompson Valley HS - 1976

District:	Auditor - Thompson R-2J
School Name:	Thompson Valley HS
Address:	1669 EAGLE DRIVE
City:	LOVELAND
Gross Area (SF):	258,308
Number of Buildings:	7
Replacement Value:	\$82,187,481
Condition Budget:	\$38,490,409
Total FCI:	0.47
Adequacy Index:	0.15



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$11,434,544	\$2,962,357	0.26
Equipment and Furnishings	\$2,473,305	\$2,011,499	0.81
Exterior Enclosure	\$7,011,922	\$6,428,500	0.92
Fire Protection	\$115,307	\$2,677,441	23.22
Furnishings	\$1,519,346	\$59,600	0.04
HVAC System	\$17,985,717	\$14,809,822	0.82
Interior Construction and Conveyance	\$11,169,515	\$5,173,878	0.46
Plumbing System	\$3,818,127	\$2,773,738	0.73
Site	\$6,609,889	\$2,925,934	0.44
Special Construction	\$1,205,980	\$1,178,760	0.98
Structure	\$18,843,832	\$39,370	0.00
Overall - Total	\$82,187,481	\$41,040,899	0.50

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R2-J

County: Larimer

Project Title: DW Roof Replacement & Restoration

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

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

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

Thompson School District is the 17th largest school district in Colorado, encompassing 362 square miles and serving approximately 16,000 students. The district's territory includes all of Loveland and Berthoud, as well as sections of Fort Collins, Windsor, Johnstown and unincorporated land in Larimer, Weld and Boulder counties.

TSD serves students in Pre-K through 12th grade with fifteen school-based early childhood programs, a dedicated early childhood building, one Pre-K-8 school, eighteen elementary schools, five middle schools, five high schools, a transition program for students 18-21 who are receiving special education services, as well as two charter schools that are managed independently. In addition, we have a career technical education-alternative high school building and another Pre-K-8 building under construction to be completed in 2020 and 2021, respectively.

District enrollment has increased by approximately 1000 students over the past 10 years. However, recent trends have shown student populations leveling out. Residents are moving from the central part of the School District to the East and South edges. The demographics of the District include 38.1% free and reduced.

Thompson School District has program or choice options to fit the needs of our students and families. Many of the programs have an elementary, middle and high school feeder system component. Here is a list of programs at each of the schools identified in this grant:

-Conrad Ball Middle School: Next Generation Learning; Intensive Learning Center (ILC); Affective Needs (AN)

-Lincoln Elementary School: ILC

-Loveland High School: Early College Credit- Concurrent Enrollment; International Baccalaureate (IB); ILC; AN

-Thompson Valley High School: AP Capstone Diploma Program; Advancement Via Individual Determination (AVID); Early College Credit- Concurrent Enrollment; ILC; AN; Intensive Language Learning Center (ILLC)

-Walt Clark Middle School: AVID; Science, Technology, Engineering & Math (STEM); ILC; AN

Thompson School District has created a strategic plan "Strive 2025" that has identified four separate focus areas that all investment will support: Student Achievement, Inclusive and Supportive Culture, Human Talent, and Stewardship of Resources. This plan will serve as our guiding document, and blueprint for our future as we boldly set our direction and priorities for the next five years.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Thompson School District schools are well maintained but are feeling the strains of aging facilities. Unlike neighboring school districts, Thompson's conservative voters have been less willing to pass bond issues that would allow for the capital improvements that are needed. Voter reluctance, coupled with budget stabilization, have made updating facilities a challenge. Finally, after failed attempts in 2012 and 2016, Thompson voters approved a bond with a focus on deferred maintenance and security improvements in 2018. This funding is slated to address immediate facility needs (0-2 years), however, the District has identified \$72.6 million in deferred maintenance that will need to be addressed in the next 10 years. Given how far the District was behind (need far outweighing resources) the bond only scratched the surface and cannot address all of the needs that exist in the district.

The District utilizes a work order-based software system to track both preventative and responsive needs in our buildings. This allows maintenance staff to address immediate facility needs reported by building staff and plan for scheduled preventative maintenance to keep our systems in good shape. Preventative maintenance schedules vary from monthly to annual inspections, depending on the system needs.

A list of capital improvements implemented by the District over the past three years can be found in the "Facility Profile" section under "Facility Condition"

Deficiencies Associated with this Project:

We have hired a third party roofing consultant, to assess the condition of every roof in the District. They have compiled a report, studying and documenting all membranes, flashings, and penetrations. Our consultant has identified five school's roofs as being in critical and dire need of replacement or repair. This is far from a comprehensive list of schools in the district with roofing needs, but rather the most critical of the list. Common issues include leaks that interrupt educational settings, destroy personal and school property, and in one case, cause bodily harm. Two of our buildings currently have a thermoplastic system that was originally manufactured by a company that went bankrupt due to the faulty nature of the roofs that they installed. Because of these failing roofs, interior damage is occurring with greater regularity, causing the district to use more and more resources to repair the damage.

LINCOLN ELEMENTARY SCHOOL has an existing BUR system that was originally installed in 1970 and is well beyond its useful life and an EPDM system installed in 1993 as an addition. The areas around penetrations and pitch pans are failing and have caused 25 reported leaks since 2015, the majority of which have occurred at walls. These leaks have caused damage to classroom teaching technology, which has in turn greatly affected instruction, as immediate replacement was not financially viable. Classrooms have also had to be taken off line, due to the severity of the roof leaks.

CONRAD BALL MIDDLE SCHOOL has an existing EPDM roof that was installed as part of an addition that came out of warranty in 2006. The remainder of the EPDM roof is still under warranty and is not being addressed in this grant. The roof's protective surfacing has washed away completely and the scrim of the membrane is exposed to the elements, causing it to rot. Due to this, the roofing system is tearing and puncturing. In January of 2019 alone, there have been 10 requests for leak repairs. One leak in particular became a long term issue that has required continued repair efforts. Many of these leaks occur in the hallway above students lockers, ruining personal and school property. The existing roofing system is unable to be restored, and must be replaced.

WALT CLARK MIDDLE SCHOOL has an existing EPDM roofing system installed in 1992 as part of two additions. The remainder of the school's roofing system is still under warranty and is not being addressed in this grant. The EPDM membrane detailing has completely deteriorated with patches peeling up completely. The warranty expired in 2007 and the roofing membrane can only be replaced and is not a candidate for restoration.

LOVELAND HIGH SCHOOL has an existing thermoplastic roofing system installed in 1995 and a built-up roofing system installed in 1997. Both roofing systems exited their warranties in 2012. The thermoplastic system protective surfacing has washed away completely and the scrim of the membrane is exposed to the elements, causing it to rot. In addition, the thermoplastic system failed its pull test due to the amount of repair product (silicone) on the roofing system. There have been 24 leaks reported since October of 2015. Many of these leaks have been significant and have affected the health and safety of facility staff as well as students. In March of 2019, a custodial staff was moving items out of the way of a roof leak that occurred in a

BEST FY2020-21 GRANT APPLICATION SUMMARIES

classroom and was shocked due to an appliance that had been plugged in where water had infiltrated. There have been several times in the past few years where significant roof leaks have caused collapsed ceiling tiles and electrical outages in classrooms. There is a location where ceiling tiles can no longer be placed due to the persistent nature of the roof leak, despite continuing efforts from District facilities staff to patch the system. There are leaks located near the main Library entry where buckets and trash cans placed to catch the water obstruct safe exiting. Technology, books, electrical systems and personal property have all been damaged by infiltrating water.

THOMPSON VALLEY HIGH SCHOOL has an existing EPDM system installed in 1992 and a JPS Hi Tuff system installed in 1998. Both roofing systems came out of their manufacturer's warranties in 2007 and 2013 respectively. There have been over 32 reported leaks since October 2015. Leaks over the gym have caused the parquet wood flooring to warp. Leaks over the athletic lobby required custodial staff to place several 55 gallon trash cans within the path of egress during events. The EPDM roofing system cannot be replaced until the mechanical units are all raised.

Proposed Solution to Address the Deficiencies Stated Above:

In addition to assessing all our roofs in the district, our roofing consultant has helped define proposed solutions that are in alignment with District standards for each identified deficient roof. If awarded this grant, it would give us the opportunity to apply long lasting quality roofs to our buildings, in lieu of a stop-gap solution. We have limited funds and are being forced to prioritize the sections of roofing that are most critical. This grant will help us extend the 2018 Bond resources to address the most problematic roofing systems, knowing that the community lacked tolerance for a bond of the size and scope needed to address the majority of the facility needs in the district. Many of the selected buildings have quite high FCI numbers, reflecting the high needs. However, we are dedicated to maintaining these buildings and extending their lifetime.

LINCOLN ELEMENTARY SCHOOL : The existing BUR roofing system is 20 years beyond its expected lifespan. As a result, we are proposing to remove the entirety of the existing BUR roofing and insulation and install new insulation and coverboard and a new 3-ply built-up roofing system with a 30-year warranty. We are proposing to patch and repair the existing EPDM roofing membrane as required, approximately 5,000 square feet. All flashing and penetration detailing to be replaced on the entire roof. The project would include the raising of 16 rooftop mounted mechanical units.

CONRAD BALL MIDDLE SCHOOL : The existing EPDM roofing system, that was part of the 1991 additions, is 14 years beyond its warranty period. We are proposing a full removal of the existing membrane and insulation system, to be replaced with new insulation and coverboard and a new modified roofing system with a 30-year warranty, for a total of approximately 6,500 square feet. All flashing and penetration detailing to be replaced. The scope of replacement is approximately 9600 square feet, a portion of the existing building.

WALT CLARK MIDDLE SCHOOL : The existing EPDM roofing system is 13 years beyond its warranty period. We are proposing a full removal of the existing membrane and insulation system, to be replaced with new insulation and coverboard and a new modified roofing system with a 30-year warranty. All flashing and penetration detailing to be replaced.

LOVELAND HIGH SCHOOL : The existing EPDM and thermoplastic roofing systems are both 8 years beyond their warranty period. We are proposing a full removal of both systems, to be replaced with new insulation and coverboard and a new two-ply hybrid roofing system with a 30-year warranty. All flashing and penetration detailing to be replaced. The scope of work would be a portion of the existing roofing system, approximately 45,500 square feet.

THOMPSON VALLEY HIGH SCHOOL : The existing EPDM system and a JPS Hi Tuff system are 13 and 7 years past their warranty period, respectively. We are proposing a full removal of both systems, to be replaced with new insulation and coverboard and a new modified roofing system with a 30-year warranty. All flashing and penetration detailing to be replaced. In order for the EPDM system to be replaced the curbs for 3 roof top ventilation units will need to be raised. We are proposing to replace these roof top ventilation units with new ones as part of this grant, as they were originally installed in 1992 and are past their expected useful life. The scope of work would be a portion of the existing roofing system, approximately 151,000 square feet.

How Urgent is this Project?

If this grant were not to be awarded, we will use the limited Bond funds to try to stem the flow of water into the schools. We

BEST FY2020-21 GRANT APPLICATION SUMMARIES

have our match money in hand now, we may not have it again, as future bonds are not known or guaranteed.

As outlined above, our roofing systems continue to fail with greater frequency. On a rainy day, one school reported ten leaks and also severe interior damage to walls, floors and technology. Many of the leaks at these buildings are occurring at damaged flashing and infiltrating exterior cavity walls. If allowed to continue, the water damage will start to compromise the steel brick ties and cause the building's exterior veneer to fail. If this project is not successful, the leaks and damage will become more severe and widespread with the passage of time.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District maintains a Facilities Services Department general fund and capital project budget of approximately \$2.5 million annually. This includes dollars allocated for departments including custodial, environmental, resource management, security systems, building maintenance, grounds maintenance, and small projects, as all of these departments work toward the upkeep of our buildings and grounds. The roofs will be maintained in accordance with the rest of our district buildings through both responsive and preventative maintenance work orders in order to keep them in good working condition for the users. Roofs are on a monthly preventative maintenance program to ensure they are well maintained. In addition to our work order system, we also maintain a capital forecasting system in which we track assets on both a system and component level so that we can plan for their replacement in our annual capital and maintenance budgeting efforts. The roofs are currently tracked within this system and will be updated with replacement information so that we can continue to track and plan for their replacement.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All five schools were constructed by Thompson School District in accordance with the building code and standards of the time.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Outside of the limited amount of bond work completed thus far, funding has not been available for large capital improvements in the past three years; however, we have a diligent maintenance team that has developed priorities to address some of the greatest needs in our buildings and stretch the life of mechanical systems. Small replacements and projects are completed when necessary, and as budget allows. Examples of this work, as well as smaller-scale projects are broken out by school below:

LINCOLN ELEMENTARY SCHOOL was built in 1971

- Additional site drainage in 1974
- Classroom addition and remodel, fire alarm building wide in 1993
- 2 modular units placed on site in 2006
- Minor classroom remodel and boiler replacement 2007
- Early childhood playground 2011

In the past three years, the following capital improvements have been made to the building:

- 2016: Mansard replacement (Insurance)

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

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- Lighting repair/replacement
- Repair/replace HVAC components--pumps, controllers, etc.
- Repaired/replaced miscellaneous plumbing components

Small projects:

- Garden shed
- Playground improvements

CONRAD BALL MIDDLE SCHOOL was built in 1973

- Addition of five classrooms in 1990.
- Roof of the gymnasium replaced in 1991.

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Roof section--emergency repair to get us to the point we can do the replacement
- Door hardware upgrades

Maintenance work:

- replaced small sections of flooring as it has failed (tiles, carpet transitions, etc.),
- rebuilt/replaced motors/compressors;
- replaced/repared plumbing fixtures and parts of the systems such as sections of water line;
- Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.
- Lighting repairs/replacement--in particular exterior lighting replacements for safety

Small projects:

- Picnic table area
- Scooter/skateboard area

WALT CLARK MIDDLE SCHOOL was built in 1978.

- Classroom addition and kitchen remodel in 1992
- Partial roof replacement in 2003

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Lighting repair/replacement
- Pump repair/replacement
- Repaired/replaced miscellaneous plumbing components

Small projects:

- Butterfly garden installation
- Concrete pad and shed installation
- Dish Machine installation

LOVELAND HIGH SCHOOL was built in 1963

- Pool addition in 1964

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- Classroom addition in 1966
- Classroom, auditorium, administration and locker room addition in 1990
- Pool remodel and addition in 2010
- Cellular antenna addition 2012

In the past three years, the following capital improvements have been made to the building:

- Primary corridor asbestos abatement and polished concrete, 2017

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Lighting repair/replacement
- Window/envelope repairs
- Repair/replace HVAC components--pumps, controllers, etc.
- Repaired/replaced miscellaneous plumbing components
- Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.

Small projects:

- Metal Shop upgrades and LED lighting upgrade 2019
- Main entry asphalt repair for safety
- Bus loop sidewalk repairs
- Handicap lift installation for classroom

THOMPSON VALLEY HIGH SCHOOL was built in 1976

- Classroom and locker room addition in 1990
- Boiler room remodel in 2002
- Kitchen remodel in 2006
- Minor pool remodel in 2007
- New storage building 2009

In the past three years, the following capital improvements have been made to the building:

- 2019: Remodel to put an Intensive Language Learning Center in the building for students with very high needs--included classroom remodels and de-escalation space installation.

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Repair/replace flooring components
- Lighting repair/replacement
- Repair/replace HVAC components--pumps, controllers, etc.
- Repaired/replaced miscellaneous plumbing components
- Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.

Small projects:

- Auditorium lighting upgrades
- Freezer installation
- Dishwasher installation
- Exterior benches and concrete pad

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-Parking lot asphalt/concrete repairs

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Outside of BEST grant funding, this project will utilize bond funding secured with the 2018 Bond. The award of BEST grant funding to this project will increase the District's capacity to remedy other facility deficiencies which were identified in initial Bond planning, but ultimately placed on the backlog for future funding. We currently allocate approximately \$2.5 million annually in our General Fund and Capital Improvement Budget that goes towards keeping our 32 school and program buildings up and running.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Thompson School District R2-J includes planning for capital projects as part of the annual budgeting exercise. Consideration for expenditure of these finite funds involves thoughtful review of the many requests in an effort to balance needed attention for a particular facility or project with the overall mission and needs of the District. This is not a process that is begun anew each year but rather an ongoing source of information regarding age, condition, technology and risk that allows a view into not only what has been recently addressed in this area but also to better anticipate what is going to require investment over the coming 1-5 years.

When evaluating requests, the requirement of maintaining a safe and comfortable environment that is conducive to learning is top priority. Extending the useful life of assets and protecting what is already owned is also of great importance, whether that be repairing/replacing building roofs, making heating and cooling systems more modern and efficient, or making athletic/activity surfaces and facilities as safe as possible for participants.

For fiscal 2019-20 Thompson School District R2-J budgeted \$3,998,494 for capital projects. This included investment in areas such as facility purchase, various maintenance and ROI projects, technology replacement and enhancements, safety and security, athletics, risk management, nutrition services, and transportation. These expenditures translated to \$2,268 per FTE across all facilities and projects within the District.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$2,176,458.56	CDE Minimum Match %:	68
Current Applicant Match:	\$4,624,974.44	Actual Match % Provided:	68
Current Project Request:	\$6,801,433.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2018 Bond
Future Grant Requests:	\$0.00		
Total of All Phases:	\$6,801,433.00	Escalation %:	6
Affected Sq Ft:	251,219	Construction Contingency %:	10
Affected Pupils:	3,861	Owner Contingency %:	10
Cost Per Sq Ft:	\$27.07	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.94	Adverse Historical Effect?	No

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Hard Costs Per Sq Ft:	\$25.13	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,762	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	65	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	15,531	Bonded Debt Approved:	\$149,000,000
Assessed Valuation:	\$2,282,436,077	Year(s) Bond Approved:	18
PPAV:	\$146,960	Bonded Debt Failed:	\$288,000,000
Unreserved Gen Fund 18-19:	\$12,736,408	Year(s) Bond Failed:	16
Median Household Income:	\$71,572	Outstanding Bonded Debt:	\$75,205,000
Free Reduced Lunch %:	38.9	Total Bond Capacity:	\$456,487,215
Existing Bond Mill Levy:	10.022	Bond Capacity Remaining:	\$381,282,215
3yr Avg OMFAC/Pupil:	\$1,398.14		

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - DW Mechanical Improvements - Bill Reed MS - 1917

District:	Auditor - Thompson R-2J
School Name:	Bill Reed MS
Address:	370 WEST 4TH STREET
City:	LOVELAND
Gross Area (SF):	125,951
Number of Buildings:	1
Replacement Value:	\$33,478,362
Condition Budget:	\$24,754,425
Total FCI:	0.74
Adequacy Index:	0.10



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,294,155	\$5,809,436	1.10
Equipment and Furnishings	\$1,498,167	\$1,524,514	1.02
Exterior Enclosure	\$3,562,784	\$2,069,259	0.58
Fire Protection	\$1,228,059	\$1,533,818	1.25
Furnishings	\$699,716	\$76,007	0.11
HVAC System	\$5,314,575	\$6,620,617	1.25
Interior Construction and Conveyance	\$4,325,722	\$3,426,477	0.79
Plumbing System	\$2,015,856	\$1,515,882	0.75
Site	\$2,039,904	\$1,851,803	0.91
Structure	\$7,499,423	\$326,616	0.04
Overall - Total	\$33,478,362	\$24,754,429	0.74

THOMPSON R2-J - DW Mechanical Improvements - Conrad Ball MS - 1973

District:	Auditor - Thompson R-2J
School Name:	Conrad Ball MS
Address:	2660 NORTH MONROE AVENUE
City:	LOVELAND
Gross Area (SF):	95,090
Number of Buildings:	2
Replacement Value:	\$24,526,032
Condition Budget:	\$17,957,493
Total FCI:	0.73
Adequacy Index:	0.05



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,499,039	\$5,336,718	1.19
Equipment and Furnishings	\$621,422	\$776,778	1.25
Exterior Enclosure	\$2,223,287	\$281,331	0.13
Fire Protection	\$907,362	\$0	0.00
Furnishings	\$810,731	\$0	0.00
HVAC System	\$5,111,209	\$4,881,464	0.96
Interior Construction and Conveyance	\$3,843,926	\$3,233,503	0.84
Plumbing System	\$1,236,329	\$1,121,750	0.91
Site	\$2,716,772	\$2,318,078	0.85
Spectral Construction	\$52,594	\$0	0.00
Structure	\$2,503,359	\$7,874	0.00
Overall - Total	\$24,526,032	\$17,957,496	0.73

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - DW Mechanical Improvements - Turner MS - 1920

District:	Auditor - Thompson R-2J
School Name:	Turner MS
Address:	950 MASSACHUSETTS AVENUE
City:	BERTHOUD
Gross Area (SF):	76,007
Number of Buildings:	2
Replacement Value:	\$20,173,374
Condition Budget:	\$11,954,274
Total FCI:	0.59
Adequacy Index:	0.08



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,854,561	\$2,549,959	0.66
Equipment and Furnishings	\$943,058	\$1,006,773	1.07
Exterior Enclosure	\$2,650,212	\$371,236	0.14
Fire Protection	\$425,172	\$206,955	0.49
Furnishings	\$505,418	\$0	0.00
HVAC System	\$2,762,950	\$2,969,982	1.07
Interior Construction and Conveyance	\$2,676,011	\$2,493,089	0.93
Plumbing System	\$871,625	\$898,489	1.03
Site	\$3,022,268	\$1,562,907	0.52
Special Construction	\$52,594	\$52,594	1.00
Structure	\$2,409,505	\$49,241	0.02
Overall - Total	\$20,173,374	\$12,161,225	0.60

THOMPSON R2-J - DW Mechanical Improvements - Walt Clark MS - 1978

District:	Auditor - Thompson R-2J
School Name:	Walt Clark MS
Address:	2605 CARLISLE DRIVE
City:	LOVELAND
Gross Area (SF):	96,840
Number of Buildings:	1
Replacement Value:	\$28,398,061
Condition Budget:	\$7,385,593
Total FCI:	0.26
Adequacy Index:	0.13



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,815,387	\$1,751,202	0.46
Equipment and Furnishings	\$784,877	\$587,730	0.75
Exterior Enclosure	\$2,370,873	\$434,648	0.18
Fire Protection	\$15,499	\$688,418	44.42
Furnishings	\$688,718	\$39,064	0.06
HVAC System	\$5,258,126	\$1,843,645	0.35
Interior Construction and Conveyance	\$4,329,381	\$1,259,989	0.29
Plumbing System	\$1,495,670	\$141,124	0.09
Site	\$2,871,904	\$1,309,785	0.46
Structure	\$6,767,625	\$0	0.00
Overall - Total	\$28,398,061	\$8,055,605	0.28

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - DW Mechanical Improvements - Berthoud HS - 1981

District:	Auditor - Thompson R-2J
School Name:	Berthoud HS
Address:	850 SPARTAN AVENUE
City:	BERTHOUD
Gross Area (SF):	144,115
Number of Buildings:	1
Replacement Value:	\$48,235,005
Condition Budget:	\$22,612,074
Total FCI:	0.47
Adequacy Index:	0.11



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$6,922,764	\$3,756,410	0.54
Equipment and Furnishings	\$1,323,091	\$1,223,224	0.92
Exterior Enclosure	\$5,393,722	\$1,402,287	0.26
Fire Protection	\$1,531,641	\$1,643,180	1.07
Furnishings	\$1,121,173	\$86,498	0.08
HVAC System	\$8,843,614	\$5,539,414	0.63
Interior Construction and Conveyance	\$8,150,136	\$3,946,941	0.48
Plumbing System	\$2,426,639	\$1,199,852	0.49
Site	\$5,900,990	\$3,814,268	0.65
Structure	\$6,621,234	\$0	0.00
Overall - Total	\$48,235,005	\$22,612,074	0.47

THOMPSON R2-J - DW Mechanical Improvements - Loveland HS - 1963

District:	Auditor - Thompson R-2J
School Name:	Loveland HS
Address:	920 WEST 29TH STREET
City:	LOVELAND
Gross Area (SF):	213,912
Number of Buildings:	3
Replacement Value:	\$50,511,178
Condition Budget:	\$35,882,927
Total FCI:	0.71
Adequacy Index:	0.09



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$8,251,469	\$8,732,061	1.06
Equipment and Furnishings	\$1,325,750	\$1,338,717	1.01
Exterior Enclosure	\$6,768,819	\$4,659,861	0.69
Fire Protection	\$164,021	\$2,087,218	12.73
Furnishings	\$831,814	\$650,806	0.78
HVAC System	\$10,415,029	\$9,162,767	0.88
Interior Construction and Conveyance	\$8,215,005	\$5,625,862	0.68
Plumbing System	\$3,225,255	\$1,947,102	0.60
Site	\$5,410,218	\$3,741,619	0.69
Special Construction	\$123,791	\$0	0.00
Structure	\$5,780,006	\$11,200	0.00
Overall - Total	\$50,511,178	\$37,957,213	0.75

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - DW Mechanical Improvements - Thomson Valley HS - 1976

District:	Auditor - Thompson R-2J
School Name:	Thompson Valley HS
Address:	1669 EAGLE DRIVE
City:	LOVELAND
Gross Area (SF):	258,308
Number of Buildings:	7
Replacement Value:	\$82,187,481
Condition Budget:	\$38,490,409
Total FCI:	0.47
Adequacy Index:	0.15



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$11,434,544	\$2,962,357	0.26
Equipment and Furnishings	\$2,473,305	\$2,011,499	0.81
Exterior Enclosure	\$7,011,922	\$6,428,500	0.92
Fire Protection	\$115,307	\$2,677,441	23.22
Furnishings	\$1,519,346	\$59,600	0.04
HVAC System	\$17,985,717	\$14,809,822	0.82
Interior Construction and Conveyance	\$11,169,515	\$5,173,878	0.46
Plumbing System	\$3,818,127	\$2,773,738	0.73
Site	\$6,609,889	\$2,925,934	0.44
Special Construction	\$1,205,980	\$1,178,760	0.98
Structure	\$18,843,832	\$39,370	0.00
Overall - Total	\$82,187,481	\$41,040,899	0.50

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R2-J

County: Larimer

Project Title: DW Mechanical Improvements

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

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

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

Thompson School District is the 17th largest school district in Colorado, encompassing 362 square miles and serving approximately 16,000 students. The district's territory includes all of Loveland and Berthoud, as well as sections of Fort Collins, Windsor, Johnstown and unincorporated land in Larimer, Weld and Boulder counties.

TSD serves students in Pre-K through 12th grade with fifteen school-based early childhood programs, a dedicated early childhood building, one Pre-K-8 school, eighteen elementary schools, five middle schools, five high schools, a transition program for students 18-21 who are receiving special education services, as well as two charter schools that are managed independently. In addition, we have a career technical education-alternative high school building and another Pre-K-8 building under construction to be completed in 2020 and 2021, respectively.

District enrollment has increased by approximately 1000 students over the past 10 years. However, recent trends have shown student populations leveling out. Residents are moving from the central part of the School District to the East and South edges. The demographics of the District include 38.1% free and reduced.

Thompson School District has program or choice options to fit the needs of our students and families.

-Berthoud High School: Early College Credit- Concurrent Enrollment; Science, Technology, Engineering & Math (STEM); Intensive Learning Center (ILC)

-Bill Reed Middle School: Loveland area Integrated School of the Arts (LISA); ILC; Affective Needs (AN)

-Conrad Ball Middle School: Next Generation Learning; IILC; AN

-Loveland High School: Early College Credit- Concurrent Enrollment; International Baccalaureate (IB); ILC; AN

-Thompson Valley High School: AP Capstone Diploma Program; Advancement Via Individual Determination (AVID); Early College Credit- Concurrent Enrollment; ILC; AN; Intensive Language Learning Center (ILLC)

-Turner Middle School: Science, Technology, Engineering & Math (STEM); ILC

-Walt Clark Middle School: AVID; STEM; ILC; AN

Thompson School District has created a strategic plan "Strive 2025" that has identified four separate focus areas that all investment will support: Student Achievement, Inclusive and Supportive Culture, Human Talent, and Stewardship of

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Resources. This plan will serve as our guiding document, and blueprint for our future as we boldly set our direction and priorities for the next five years.

Thompson School District schools are well maintained but are feeling the strains of aging facilities. Unlike neighboring school districts, Thompson's conservative voters have been less willing to pass bond issues that would allow for the capital improvements that are needed. Voter reluctance, coupled with budget stabilization, have made updating facilities a challenge. Finally, after failed attempts in 2012 and 2016, Thompson voters approved a bond with a focus on deferred maintenance and security improvements in 2018. This funding is slated to address immediate facility needs (0-2 years), however, the District has identified \$72.6 million in deferred maintenance that will need to be addressed in the next 10 years. Given how far the District was behind (need far outweighing resources) the bond only scratched the surface and cannot address all of the needs that exist in the district.

The District utilizes a work order-based software system to track both preventative and responsive needs in our buildings. This allows maintenance staff to address immediate facility needs reported by building staff and plan for scheduled preventative maintenance to keep our systems in good shape. Preventative maintenance schedules vary from monthly to annual inspections, depending on the system needs.

A list of capital improvements implemented by the District over the past three years can be found in the "Facility Profile" section under "Facility Condition"

Deficiencies Associated with this Project:

This grant is for much needed mechanical improvements in the seven schools listed below and will allow us to supplement and leverage our 2018 Bond funds, overcoming more of our critical deficiencies.

CDE has published the following FCI numbers for the seven buildings associated with this grant request:

2019 ASSESSMENTS

Conrad Ball Middle School - .72 (assessment dated 2019)

Loveland High School - .71 (assessment dated 2019)

2015 ASSESSMENTS

Walt Clark Middle School - .55 (assessment dated 2015)

Turner Middle School - .53 (assessment dated 2015)

Thompson Valley High School - .52 (assessment dated 2015)

Bill Reed Middle School - .48 (assessment dated 2015)

Berthoud High School - .34 (assessment dated 2015)

DUE DILIGENCE:

In November of 2019, mechanical engineers with Wold Architects and Engineers surveyed our existing mechanical systems in the seven buildings, associated with this grant and assembled a report of mechanical deficiencies. In collaboration with facilities staff and mechanical engineers, we identified the most urgent of those deficiencies, and we are addressing them in this grant.

SUMMARY OF HEALTH AND SAFETY CONCERNS:

The focus of the facility mechanical improvements is to improve the health and safety of the students and staff occupying these buildings caused primarily by poor indoor air quality and/or imminent failure of systems. The following deficiencies are common throughout all seven buildings:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

AIR HANDLING UNITS PAST END OF LIFE:

All of the air handling units identified for replacement are past end of life, some dating as far back as 1963. In many instances, these old units are running between 50-70% of their designed capacity and therefore failing to provide adequate ventilation and good air quality. The majority of these units are so old that replacement parts are no longer manufactured. They are only able to run due to the ingenuity and expertise of the District facility staff, who have resorted to individually engineering parts to solve issues as they arise. This effort requires an undue burden on facility staff. However, it is only a matter of time before a breakdown occurs for which a fix cannot be invented. A selection of units are ceiling-mounted in plenums and serve interior classrooms. When these units go down, the classrooms are vacated 2-3 days while parts arrive due to the lack of ventilation.

EXHAUST FANS NOT PROVIDED WHERE NECESSARY:

In many instances, exhaust fans have not been provided where they are needed to exhaust contaminants from the air (art rooms), or the existing exhaust fans are undersized relative to the supply from the ventilation unit. In one example of the latter, the air pressure in a gymnasium is so high that it causes the exterior doors to come unlatched frequently, causing constant security concerns.

DOMESTIC WATER HEATERS, BOILERS AND HOT WATER PUMPS FAILING:

All of the hot water systems that are proposed for replacement are past end of life. All of them have leakage issues, making them more likely to fail, and more difficult to maintain. Heavy use of these systems occurs during the colder season, when failure would result in a loss of heat for a portion of the building.

The following is a more detailed list of deficiencies organized by building, expanding on the above statements:

BILL REED MIDDLE SCHOOL

- Domestic water heaters are leaking and past expected useful life.
- Unit ventilators leak refrigerant and are 10 years past expected useful life.

CONRAD BALL MIDDLE SCHOOL

- Air handler is original to the building. Was struck by lightning two years ago, which destroyed the starters and controls. Original parts are not available, and the unit is currently running off of parts engineered by our District staff.

TURNER MIDDLE SCHOOL

- Boiler pumps are leaking and past expected useful life
- Central AHU is original to building. Air vanes on intake are no longer open, and sufficient airflow cannot be maintained in the larger part of the building.
- Hot water piping in the gym is past expected useful life.
- AHUs serving interior classrooms are plenum hung and break down and require maintenance a minimum of three times a year. Because these classrooms do not have exterior windows, the classrooms are vacated for the 2-3 days that it takes to fix the unit due to lack of ventilation.
- Cabinet unit heaters are past expected useful life

WALT CLARK MIDDLE SCHOOL

BEST FY2020-21 GRANT APPLICATION SUMMARIES

-Hot water pumps are leaking and past expected useful life.

-AHU serving the gymnasium/cafeteria is past expected useful life. This unit goes down 3-4 times a school year, leaving the cafeteria without ventilation for long stretches of time.

-Additional exhaust fan is required to balance the air pressure in the gymnasium. Currently, the room has positive pressure, which causes the exterior doors to unlatch frequently, which causes a safety concern.

-AHU serving Intensive Learning Suite is beyond expected useful life

BERTHOUD HIGH SCHOOL

-Domestic water heaters are past useful life. Due to poor water quality, they have accrued sludge that cannot be removed.

-AHU serving the auditorium are circa 1979, and include swamp coolers. No replacement parts are currently manufactured for this unit. District facilities staff have engineered unique parts to keep the system working. However, the unit is tenuous at best, and performing at half capacity.

-There are two AHUs from 1979 still serving the building. No replacement parts are currently manufactured for these units. District facilities staff have engineered unique parts to keep the systems operating.

-The existing BAS system is antiquated and does not function efficiently. Leaking pneumatics make it nearly impossible to accurately control existing systems.

LOVELAND HIGH SCHOOL

-Existing flatplate boiler is beyond expected useful life. It is inefficient. The District has had to weld shut two large cracks in the last two years.

-The AHUs serving the auditorium and small gym spaces were originally installed in 1990. These units are worn and past their useful life. There are no parts currently manufactured to aid in repairs. District facility staff have already rebuilt the driveshaft on one unit, the other units have become so inefficient that they cannot adequately ventilate the area.

-There are two AHUs serving the administration area that are from 1963. Due to their age, there are no longer parts manufactured for these units. They are very difficult to repair when they go down, as a remodel walled them in and made them inaccessible.

-Existing classroom unit ventilators are past useful life. The dampers are worn and don't keep warm air in in cold months, or effectively let warm air out in warm months.

-Two existing RTUs from 1991 are past useful life. They struggle to provide adequate airflow for the classrooms that they serve. There are no parts currently manufactured to service them, and they have been maintained by District facility staff engineering makeshift parts.

-The existing BAS system is antiquated and does not function efficiently. Leaking pneumatics make it nearly impossible to accurately control existing systems.

THOMPSON VALLEY HIGH SCHOOL

-Domestic hot water pumps are past useful life.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- Seven AHUs date from 1975. These units are very old and struggle to keep the building areas they serve heated. They are well past their useful life.
- Two AHUs from 1993 are past useful life. They are old, but functioning. However, the roof below them is being replaced and the work requires that the existing units be removed.
- The art room currently does not have an exhaust fan. There is no way to remove vapors and contaminants from the air.
- Rooftop exhaust fans are past useful life. Many function below the requirements set by their corresponding AHUs, making for positive pressure spaces.
- The existing BAS system is antiquated and does not function efficiently. Leaking pneumatics make it nearly impossible to accurately control existing systems.

Proposed Solution to Address the Deficiencies Stated Above:

The successful 2018 Bond will provide the 68% match which will allow us to repair or replace mechanical systems that mechanical engineers from Wold Architects and Engineers and our facilities staff deemed critical. As described previously, our list of identified deficiencies far exceeds the funding made available by our recent successful bond election so we have only identified our most critical need. We are seeking support for these projects to help us maximise our taxpayer dollars and resolve as many of the building deficiencies as possible. In addition to assessing the mechanical systems in these seven buildings, our consultant has helped define proposed solutions that are in alignment with District standards for each identified deficient building.

BILL REED MIDDLE SCHOOL

PLUMBING AND HVAC:

1. REPLACE DOMESTIC WATER HEATERS

- Remove existing standard efficiency atmospheric vent storage water heaters, and replace.

2. REPLACE UNIT VENTILATORS

- Remove existing hot water unit ventilators and replace with new. Provide new flex connectors and appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new unit ventilator connections with appropriate insulation.

ELECTRICAL

1. UPGRADE ELECTRICAL SERVICE / NEW MAIN SWITCHBOARD

- Install new main service cable from utility transformer to electrical switchgear in the main electrical room. Add new panelboards and circuits as necessary. Scope is necessary to support new HVAC units.

2. REPLACE GENERATOR

- Remove and replace existing grade mounted standby generator. Contractor responsible for removal and disposal of existing generator, removal and reinstallation of surround security fencing and all connections. Generator to be provided with new Automatic Transfer Switch (ATS). Reconnection of natural gas to be performed by licensed plumber.

CONRAD BALL MIDDLE SCHOOL

PLUMBING AND HVAC

BEST FY2020-21 GRANT APPLICATION SUMMARIES

1. REPLACE INDOOR MULTI ZONE AIR HANDLER

- Remove existing constant volume multi-zone air handler with hot water heat. Provide and install new indoor constant volume multi-zone air handler.. Install associated condensing unit on roof.

TURNER MIDDLE SCHOOL

PLUMBING AND HVAC

1. REPLACE BOILER PUMPS

-Remove and replace existing heating hot water pumps

2. REPLACE AHUS SERVING GYMNASIUM

- Remove and dispose of ceiling hung horizontal air handlers. Install rooftop air handler.

3. REPLACE AHUs SERVING CLASSROOMS

- Remove and replace horizontal air handlers. Provide new air handlers with appropriate airflow and capacity. Provide new flex connectors and appropriate transition fittings to all existing distribution ductwork.

4. REPLACE UNIT VENTILATORS

- Remove hot water unit ventilators and replace with new. Provide new flex connectors and appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new unit ventilator connections with appropriate insulation.

5. REPLACE CABINET UNIT HEATERS

-Remove and replace existing cabinet unit heaters with new in same location. Contractor shall be responsible for patching, repairing, and painting of walls in area adjacent to units.

8. REPLACE CENTRAL BUILDING AHU

- Remove and dispose of existing built-up air handler on roof. Provide new air handler with hot water heat and split-DX cooling. Provide appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new coil connections with appropriate insulation.

ELECTRICAL

1. UPGRADE ELECTRICAL SERVICE / NEW MAIN SWITCHBOARD

- Install new main service cable from utility transformer to electrical switchgear in the main electrical room. Add new panelboard and circuits as necessary for replaced mechanical systems.

WALT CLARK MIDDLE SCHOOL

PLUMBING AND HVAC

1. REPLACE HEATING HOT WATER PUMPS

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- Remove and replace existing heating hot water pumps with base-mounted end-suction with VFDs. Pumps shall be provided with suction diffusers.

2. RETROFIT AHU TO ACCOMMODATE EXHAUST FAN

- Provide centrifugal exhaust fan ducted from the building return to the outdoors through a weatherproof relief hood or drainable louver. Fan shall be equipped with a VFD and shall be controlled and modulated in response to building static pressure as well as be sequenced to operate with outdoor airflow damper position.

3. REPLACE AHU

- Remove and dispose of existing built-up air handler on roof. Provide new air handler with hot water heat and split-DX cooling. Provide appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new coil connections with appropriate insulation.

ELECTRICAL

1. UPGRADE ELECTRICAL SERVICE / NEW MAIN SWITCHBOARD

- Install new main service cable from utility transformer to electrical switchgear in the main electrical room. Add new panelboard and circuits as necessary for replaced mechanical systems.

BERTHOUD HIGH SCHOOL

PLUMBING AND HVAC

1. REPLACE DOMESTIC WATER HEATERS

- Remove existing standard efficiency atmospheric vent storage water heaters, and replace with high-efficiency sealed combustion condensing domestic storage water heaters located in the building's central boiler room.

2. REPLACE AHU SERVING AUDITORIUM

- Remove and dispose of existing indoor air handler and condensing unit on roof. Provide new. Provide appropriate transition fittings to all existing distribution ductwork.

3. REPLACE AHUs

- Remove and dispose of existing rooftop air handler units on roof. Provide new.

4. REPLACE PNEUMATICS WITH DDC (BAS) FOR PARTS OF THE BUILDING. NEW BAS FRONT END AND NEW DDC FOR ALL NEW EQUIPMENT, THEN TSD WILL EXTEND ALL EXISTING EQUIPMENT POINTS TO THE NEW DDC HARDWARE.

- Contractor to install a new BAS front end and new DDC controllers and sensors for all new equipment. New hardware shall have enough points capacity so that Thompson School District technicians can extend all existing equipment points to the new DDC hardware.

LOVELAND HIGH SCHOOL

PLUMBING AND HVAC

BEST FY2020-21 GRANT APPLICATION SUMMARIES

1. REPLACE BOILERS

- Remove and dispose of existing boilers. Provide new. Extend hot water supply and return piping to the new boilers and provide all appropriate valves, meters, and gauges.

2. REPLACE HEATING HOT WATER PUMPS

- Remove and replace existing heating hot water pumps. Provide and install new suction diffusers.

3. REPLACE AHUs

- Remove and dispose of existing rooftop air handler units on roof. Provide new. Provide roof curb adaptor, and appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new coil connections with appropriate insulation.

4. REPLACE RTUs

- Remove and dispose of existing rooftop air handler on roof. Provide new. Provide roof curb adaptor, and appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new coil connections with appropriate insulation.

5. REPLACE UNIT VENTILATORS

- Remove hot water unit ventilators and replace with new. Provide new flex connectors and appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new unit ventilator connections with appropriate insulation.

6. REPLACE PNEUMATICS WITH DDC (BAS) FOR PARTS OF THE BUILDING.

- Contractor to install a new BAS front end and new DDC controllers and sensors for all new equipment. New hardware shall have enough points capacity so that Thompson School District technicians can extend all existing equipment points to the new DDC hardware.

7. PROVIDE RTUS TO VENTILATE HALLWAYS

- Provide new rooftop air handler with hot water heat and packaged DX cooling. Provide roof curb adaptor, and appropriate transition fittings to all existing distribution ductwork. Extend heating hot water supply and return piping to new coil connections with appropriate insulation. Provide new ductwork as necessary.

ELECTRICAL

1. PROVIDE NEW CIRCUITS FOR NEW RTUS SERVING CORRIDORS

- Provide new circuits, conduit, conductors, and appropriate grounds for new rooftop units that are to be installed.

THOMPSON HIGH SCHOOL

PLUMBING AND HVAC

1. REPLACE DOMESTIC HOT WATER PUMPS

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- Remove and replace existing inline domestic hot water circulating pump. Provide new pumps.

2. PROVIDE ROOF MOUNTED EXHAUST FAN FOR ART ROOM

- Provide centrifugal exhaust fan ducted from the building return to the outdoors through a weatherproof relief hood or drainable louver. Fan shall be equipped with a VFD and shall be controlled and modulated in response to building static pressure as well as be sequenced to operate with outdoor airflow damper position.

3. BOILER TO BE REPLACED

- Remove and dispose of existing boiler. Provide new high efficiency fire- tube condensing boiler. Extend hot water supply and return piping to the new boilers and provide all appropriate valves, meters, and gauges.

4. AHU REFURBISH

- Contractor to inspect unit and make recommendations for scope of unit-rebuild based on condition.

5. REPLACE ROOFTOP UNITS

- Remove and dispose of existing rooftop air handlers on roof. Provide new rooftop air handlers with hot water heat. Extend heating hot water supply and return piping to new coil connections with appropriate insulation.

6. REPLACE HORIZONTAL UNITS

- Remove and dispose of existing horizontal air handlers on roof. Provide new horizontal air handlers. Extend heating hot water supply and return piping to new coil connections with appropriate insulation.

7. REPLACE ROOFTOP EXHAUST FANS

- Remove and replace roof mounted centrifugal exhaust fans. Fans shall be equipped with EC motors and shall be tied into the buildings automation system.

8. REPLACE PNEUMATICS WITH DDC (BAS) FOR PARTS OF THE BUILDING.

- Contractor to install a new BAS front end and new DDC controllers and sensors for all new equipment. New hardware shall have enough points capacity so that Thompson School District technicians can extend all existing equipment points to the new DDC hardware.

9. PROVIDE VFDS FOR EXISTING HEATING HOT WATER PUMPS

- Provide and install VFDs for the existing building's heating hot water pumps.

How Urgent is this Project?

If this grant were not to be awarded, we will use the limited Bond funds to address the smaller dollar scope items that would be feasible to accomplish. Many of the identified deficiencies are of such large scope, they would be financially challenging to address within our capital funds, or within the budget allocated for mechanical improvements within the Bond. We have our match money in hand now, we may not have it again, as future bonds are not known or guaranteed. The mechanical systems within these schools, as identified in this grant for replacement, have all aged out. Many systems are original to the building, and are limping along, performing at low capacity, only due to the dedication of the facilities district staff. Catastrophic failure of any one of these systems could happen at any time, putting students and staff at risk of loss of heat and/or ventilation.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

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

The District maintains a Facilities Services Department general fund and capital project budget of approximately \$2.5 million annually. This includes dollars allocated for departments including custodial, environmental, resource management, security systems, building maintenance, grounds maintenance, and small projects, as all of these departments work toward the upkeep of our buildings and grounds. These mechanical systems will be maintained in accordance with the rest of our district buildings through both responsive and preventative maintenance work orders in order to keep them in good working condition for the users. In addition to our work order system, we also maintain a capital forecasting system in which we track assets on both a system and component level so that we can plan for their replacement in our annual capital and maintenance budgeting efforts. The components and systems will be tracked in the capital forecasting system to ensure we are planning for replacement.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All seven schools were constructed by Thompson School District in accordance with the building code and standards of the time.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Outside of the limited amount of bond work completed thus far, funding has not been available for large capital improvements in the past three years; however, we have a diligent maintenance team who prioritizes the greatest needs for capital dollars and takes great care of our buildings to stretch the life of the various systems. Small replacements and projects are completed when necessary, and as budget allows. Examples of this work, as well as smaller-scale projects are broken out by school below:

BILL REED MIDDLE SCHOOL was built in 1917

- Auditorium, Cafeteria and Music Suite addition in 1954
- Classroom remodel and gymnasium addition in 1990
- Partial roof replacement in 2006

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Window/building envelope repairs
- Lighting repair/replacement
- Repair/replace HVAC components--pumps, controllers, etc.
- Repaired/replaced miscellaneous plumbing components

Small projects:

- Water bottle filling station
- Sidewalk improvements
- Auditorium dimming system

CONRAD BALL MIDDLE SCHOOL was built in 1973

- Addition of five classrooms in 1990.
- Roof of the gymnasium replaced in 1991.

In the past three years, the following capital improvements have been made to the building:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Roof section--emergency repair to get us to the point we can do the replacement
- Door hardware upgrades

Maintenance work:

- replaced small sections of flooring as it has failed (tiles, carpet transitions, etc.),
- rebuilt/replaced motors/compressors;
- replaced/repared plumbing fixtures and parts of the systems such as sections of water line;
- Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.
- Lighting repairs/replacement--in particular exterior lighting replacements for safety

Small projects:

- Picnic table area
- Scooter/skateboard area

TURNER MIDDLE SCHOOL was built in 1920

- Gymnasium addition in 1963
- Classroom addition in 1964
- Classroom addition in 1972
- Classroom addition in 1982
- Remodel of four classrooms in 1992
- Gymnasium, kitchen and classroom addition, locker room remodel in 2000
- Roof replacement of music suite in 2012

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Roof section replacement/restoration
- Door hardware upgrades

Maintenance work:

- Drywall repair
- Countertop replacement
- Bleacher repairs (new seat installation, etc.)
- Cabinet repairs
- Replaced lighting components/fixtures
- Replaced motors
- Repaired/replaced miscellaneous plumbing components
- Roof repairs, including shingle, gutter repairs

Small projects:

- Workstation installation in hallway

WALT CLARK MIDDLE SCHOOL was built in 1978.

- Classroom addition and kitchen remodel in 1992
- Partial roof replacement in 2003

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Lighting repair/replacement
- Pump repair/replacement
- Repaired/replaced miscellaneous plumbing components

Small projects:

- Butterfly garden installation
- Concrete pad and shed installation
- Dish Machine installation

BERTHOUD HIGH SCHOOL was built in 1981

- Classroom addition in 1998
- Press box addition in 2004
- Classroom addition and new field house in 2010
- Special needs bathroom remodel in 2012
- Partial roof replacement in 2017

In the past three years, the following capital improvements have been made to the building:

Roof replacement (penthouse, auditorium, gym) BEST Grant

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades
- Roof section replacement/restoration

Maintenance work:

- Lighting repair/replacement
- Window/envelope repairs
- Repair/replace HVAC components--pumps, controllers, etc.
- Repaired/replaced miscellaneous plumbing components
- Repaired roof

Small projects:

- Old tennis court redevelopment
- Concession roll-up window replacement

LOVELAND HIGH SCHOOL was built in 1963

- Pool addition in 1964
- Classroom addition in 1966
- Classroom, auditorium, administration and locker room addition in 1990
- Pool remodel and addition in 2010
- Cellular antenna addition 2012

In the past three years, the following capital improvements have been made to the building:

Primary corridor asbestos abatement and polished concrete, 2017

2018 Bond Work:

BEST FY2020-21 GRANT APPLICATION SUMMARIES

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Lighting repair/replacement
- Window/envelope repairs
- Repair/replace HVAC components--pumps, controllers, etc.
- Repaired/replaced miscellaneous plumbing components
- Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.

Small projects:

- Metal Shop upgrades and LED lighting upgrade 2019
- Main entry asphalt repair for safety
- Bus loop sidewalk repairs
- Handicap lift installation for classroom

THOMPSON VALLEY HIGH SCHOOL was built in 1976

- Classroom and locker room addition in 1990
- Boiler room remodel in 2002
- Kitchen remodel in 2006
- Minor pool remodel in 2007
- New storage building 2009

In the past three years, the following capital improvements have been made to the building:

2019: Remodel to put an Intensive Language Learning Center in the building for students with very high needs--included classroom remodels and de-escalation space installation.

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Repair/replace flooring components
- lighting repair/replacement
- Repair/replace HVAC components--pumps, controllers, etc.
- Repaired/replaced miscellaneous plumbing components
- Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.

Small projects:

- Auditorium lighting upgrades
- freezer installation
- Dishwasher installation
- Exterior benches and concrete pad
- Parking lot asphalt/concrete repairs

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Outside of BEST grant funding, this project will utilize bond funding secured with the 2018 Bond. The award of BEST grant funding to this project will increase the District's capacity to remedy other facility deficiencies which were identified in initial Bond planning, but ultimately placed on the backlog for future funding. We currently allocate approximately \$2.5 million annually in our General Fund and Capital Improvement Budget that goes towards keeping our 32 school and program buildings up and running.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Thompson School District R2-J includes planning for capital projects as part of the annual budgeting exercise. Consideration for expenditure of these finite funds involves thoughtful review of the many requests in an effort to balance needed attention for a particular facility or project with the overall mission and needs of the District. This is not a process that is begun anew each year but rather an ongoing source of information regarding age, condition, technology and risk that allows a view into not only what has been recently addressed in this area but also to better anticipate what is going to require investment over the coming 1-5 years.

When evaluating requests, the requirement of maintaining a safe and comfortable environment that is conducive to learning is top priority. Extending the useful life of assets and protecting what is already owned is also of great importance, whether that be repairing/replacing building roofs, making heating and cooling systems more modern and efficient, or making athletic/activity surfaces and facilities as safe as possible for participants.

For fiscal 2019-20 Thompson School District R2-J budgeted \$3,998,494 for capital projects. This included investment in areas such as facility purchase, various maintenance and ROI projects, technology replacement and enhancements, safety and security, athletics, risk management, nutrition services, and transportation. These expenditures translated to \$2,268 per FTE across all facilities and projects within the District.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$3,313,066.88	CDE Minimum Match %:	68
Current Applicant Match:	\$7,040,267.12	Actual Match % Provided:	68
Current Project Request:	\$10,353,334.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2018 Bond	
Total of All Phases:	\$10,353,334.00	Escalation %:	6
Affected Sq Ft:	245,440	Construction Contingency %:	10
Affected Pupils:	5,448	Owner Contingency %:	10
Cost Per Sq Ft:	\$42.18	Historical Register?	No
Soft Costs Per Sq Ft:	\$5.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$37.18	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,900	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	45	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Financial Data (School District Applicants)

District FTE Count:	15,531	Bonded Debt Approved:	\$149,000,000
Assessed Valuation:	\$2,282,436,077	Year(s) Bond Approved:	18
PPAV:	\$146,960	Bonded Debt Failed:	\$288,000,000
Unreserved Gen Fund 18-19:	\$12,736,408	Year(s) Bond Failed:	16
Median Household Income:	\$71,572	Outstanding Bonded Debt:	\$75,205,000
Free Reduced Lunch %:	38.9	Total Bond Capacity:	\$456,487,215
Existing Bond Mill Levy:	10.022	Bond Capacity Remaining:	\$381,282,215
3yr Avg OMFAC/Pupil:	\$1,398.14		

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - Entrance Security Improvements at 4 MS - Conrad Ball MS - 1973

District:	Auditor - Thompson R-2J
School Name:	Conrad Ball MS
Address:	2660 NORTH MONROE AVENUE
City:	LOVELAND
Gross Area (SF):	95,090
Number of Buildings:	2
Replacement Value:	\$24,526,032
Condition Budget:	\$17,957,493
Total FCI:	0.73
Adequacy Index:	0.05



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,499,039	\$5,336,718	1.19
Equipment and Furnishings	\$621,422	\$776,778	1.25
Exterior Enclosure	\$2,223,287	\$281,331	0.13
Fire Protection	\$907,362	\$0	0.00
Furnishings	\$810,731	\$0	0.00
HVAC System	\$5,111,209	\$4,881,464	0.96
Interior Construction and Conveyance	\$3,843,926	\$3,233,503	0.84
Plumbing System	\$1,236,329	\$1,121,750	0.91
Site	\$2,716,772	\$2,318,078	0.85
Special Construction	\$52,594	\$0	0.00
Structure	\$2,503,359	\$7,874	0.00
Overall - Total	\$24,526,032	\$17,957,496	0.73

THOMPSON R2-J - Entrance Security Improvements at 4 MS - Lucile Erwin MS – 1998 **Modeled Data**

District:	Auditor - Thompson R-2J
School Name:	Lucile Erwin MS
Address:	4700 LUCERNE AVENUE
City:	LOVELAND
Gross Area (SF):	120,737
Number of Buildings:	4
Replacement Value:	\$31,485,258
Condition Budget:	\$14,812,351
Total FCI:	0.47
Adequacy Index:	



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$6,245,469	\$4,659,875	0.75
Equipment and Furnishings	\$1,398,502	\$918,913	0.66
Exterior Enclosure	\$3,287,292	\$1,279,087	0.39
Fire Protection	\$1,174,882	\$37,381	0.03
Furnishings	\$1,141,534	\$0	0.00
HVAC System	\$6,321,004	\$3,913,288	0.62
Interior Construction and Conveyance	\$5,097,787	\$3,221,395	0.63
Plumbing System	\$1,816,552	\$85,444	0.05
Site	\$1,359,963	\$667,971	0.49
Special Construction	\$184,321	\$0	0.00
Structure	\$3,457,953	\$28,994	0.01
Overall - Total	\$31,485,258	\$14,812,348	0.47

● **Facilities Impacted by this Grant Application** ●

THOMPSON R2-J - Entrance Security Improvements at 4 MS - Turner MS - 1920

District:	Auditor - Thompson R-2J
School Name:	Turner MS
Address:	950 MASSACHUSETTS AVENUE
City:	BERTHOUD
Gross Area (SF):	76,007
Number of Buildings:	2
Replacement Value:	\$20,173,374
Condition Budget:	\$11,954,274
Total FCI:	0.59
Adequacy Index:	0.08



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,854,561	\$2,549,959	0.66
Equipment and Furnishings	\$943,058	\$1,006,773	1.07
Exterior Enclosure	\$2,650,212	\$371,236	0.14
Fire Protection	\$425,172	\$206,955	0.49
Furnishings	\$505,418	\$0	0.00
HVAC System	\$2,762,950	\$2,969,982	1.07
Interior Construction and Conveyance	\$2,676,011	\$2,493,089	0.93
Plumbing System	\$871,625	\$898,489	1.03
Site	\$3,022,268	\$1,562,907	0.52
Special Construction	\$52,594	\$52,594	1.00
Structure	\$2,409,505	\$49,241	0.02
Overall - Total	\$20,173,374	\$12,161,225	0.60

THOMPSON R2-J - Entrance Security Improvements at 4 MS - Walt Clark MS - 1978

District:	Auditor - Thompson R-2J
School Name:	Walt Clark MS
Address:	2605 CARLISLE DRIVE
City:	LOVELAND
Gross Area (SF):	96,840
Number of Buildings:	1
Replacement Value:	\$28,398,061
Condition Budget:	\$7,385,593
Total FCI:	0.26
Adequacy Index:	0.13



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,815,387	\$1,751,202	0.46
Equipment and Furnishings	\$784,877	\$587,730	0.75
Exterior Enclosure	\$2,370,873	\$434,648	0.18
Fire Protection	\$15,499	\$688,418	44.42
Furnishings	\$688,718	\$39,064	0.06
HVAC System	\$5,258,126	\$1,843,645	0.35
Interior Construction and Conveyance	\$4,329,381	\$1,259,989	0.29
Plumbing System	\$1,495,670	\$141,124	0.09
Site	\$2,871,904	\$1,309,785	0.46
Structure	\$6,767,625	\$0	0.00
Overall - Total	\$28,398,061	\$8,055,605	0.28

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R2-J

County: Larimer

Project Title: Entrance Security Improvements at 4 MS

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

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

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

Thompson School District is the 17th largest school district in Colorado, encompassing 362 square miles and serving approximately 16,000 students. The district's territory includes all of Loveland and Berthoud, as well as sections of Fort Collins, Windsor, Johnstown and unincorporated land in Larimer, Weld and Boulder counties.

TSD serves students in Pre-K through 12th grade with fifteen school-based early childhood programs, a dedicated early childhood building, one Pre-K-8 school, eighteen elementary schools, five middle schools, five high schools, a transition program for students 18-21 who are receiving special education services, as well as two charter schools that are managed independently. In addition, we have a career technical education-alternative high school building and another Pre-K-8 building under construction to be completed in 2020 and 2021, respectively.

District enrollment has increased by approximately 1000 students over the past 10 years. However, recent trends have shown student populations leveling out. Residents are moving from the central part of the School District to the East and South edges. The demographics of the District include 38.1% free and reduced.

Thompson School District has program or choice options to fit the needs of students and families. Many of the programs have an elementary, middle and high school feeder system component. Here is a list of programs at each of the schools identified in this grant:

-Conrad Ball Middle School: Next Generation Learning; Intensive Learning Center (ILC), Affective Needs (AN)

-Lucile Erwin Middle School: International Baccalaureate (IB); Intensive Learning Center (ILC), Affective Needs (AN)

-Turner Middle School: Science, Technology, Engineering & Math (STEM); Intensive Learning Center (ILC)

-Walt Clark Middle School: Advancement Via Individual Determination (AVID); Science, Technology, Engineering & Math (STEM); Intensive Learning Center (ILC), Affective Needs (AN)

Thompson School District has created a strategic plan "Strive 2025" that has identified four separate focus areas that all investment will support: Student Achievement, Inclusive and Supportive Culture, Human Talent, and Stewardship of Resources. This plan will serve as our guiding document, and blueprint for our future as we boldly set our direction and priorities for the next five years.

Thompson School District schools are well maintained but are feeling the strains of aging facilities. Unlike neighboring school districts, Thompson's conservative voters have been less willing to pass bond issues that would allow for the capital

BEST FY2020-21 GRANT APPLICATION SUMMARIES

improvements that are needed. Voter reluctance, coupled with budget stabilization, have made updating facilities a challenge. Finally, after failed attempts in 2012 and 2016, Thompson voters approved a bond with a focus on deferred maintenance and security improvements in 2018. This funding is slated to address immediate facility needs (0-2 years), however, the District has identified \$72.6 million in deferred maintenance that will need to be addressed in the next 10 years. Given how far the District was behind (need far outweighing resources) the bond only scratched the surface and cannot address all of the needs that exist in the district.

The District utilizes a work order-based software system to track both preventative and responsive needs in our buildings. This allows maintenance staff to address immediate facility needs reported by building staff and plan for scheduled preventative maintenance to keep our systems in good shape. Preventative maintenance schedules vary from monthly to annual inspections, depending on the system needs.

A list of capital improvements implemented by the District over the past three years can be found in the "Facility Profile" section under "Facility Condition"

Deficiencies Associated with this Project:

As of February 2020, CDE has published the following FCI numbers for the seven buildings associated with this grant request:

2019 ASSESSMENTS

Conrad Ball Middle School - .72 (assessment dated 2019)

2015 ASSESSMENTS

Lucile Erwin Middle School - .39 (assessment dated 2015)

Turner Middle School - .53 (assessment dated 2015)

Walt Clark Middle School - .55 (assessment dated 2015)

As with all districts, safety and security has been identified as one of our main priorities. The needs required for effective security in schools has significantly changed in the past 20 years, and our schools are struggling to meet those needs. Below are two situations that illustrate how real the need within our school is. Recently, an event occurred in one of our identified schools that illustrated just why secure entry points are so important. An adult female identified herself outside of the building as a parent of a student and that she needed to speak to an administrator. Once let inside, she passed the front office with ease and did not check in. Campus security had to be called. By the time campus security arrived on scene, the woman had interrupted multiple classes and pulled approximately three students out of class and began to argue with them in the hallway regarding off campus behavior between the students and her child. Although everyone went home that day, if she had had malicious intentions, another much darker and disturbing story could have come to fruition. Thankfully, no such event occurred.

A second example of a breach of our school's security by an unwelcome visitor: approximately one month ago, the school day at a school at Thompson School District was going as usual. This was until a transient gentleman attempted to enter the building without checking in with the front office. Thankfully the front exterior doors were secured and he was unable to gain access to the building. The man then observed the callbox for entry and asked the front office to use the restroom. He was declined by the front office secretary, and the man left the front of the building and remained on school grounds for approximately 15 minutes. The elementary school staff called for law enforcement and district security assistance, but the man left before any additional resources could arrive on the scene. In this instance, the administration office did have line of sight to the exterior of the building and were able to assess the visitor before giving him entry. However, many of our schools do not, and it is possible that he would have gained entry into the building, causing a real safety situation for students and staff. Many of our neighborhoods do have a transient population, and an event similar to this is a constant concern.

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Both of these examples underline the immediate need for security improvements at the school's entrances.

All four building sites are deficient in the following:

1. They do not meet CDE Construction Guidelines 4.1.11.3 due to a lack of a containment vestibule.
2. All main entries open into highly populated areas of the school (main hallways/ cafeterias) that offer immediate and easy access to students prior to checking in.
3. There is limited or no line of sight from the administration area to outside the main entrances where visitors initially request entry.
4. There is no existing secure lock-down mechanism.

CONRAD BALL MIDDLE SCHOOL has no existing security or weather vestibule. The main office is located adjacent to the main entry doors, but has no useful exterior windows or supervision of the main entry. Visitors, once given entry to the school, enter directly into the Cafeteria and are directed to check in at a desk in the cafeteria. There is no effective method in place that could prevent an individual from gaining full access to the entire school once they have been granted access through the main entry doors, if they so desired.

LUCILE ERWIN MIDDLE SCHOOL has an existing weather vestibule. The main office is located on the interior of the school, across the main hallway from the entrance. The existing automated door unlatching system is antiquated and does not have video or intercom abilities. Visitors, once they are buzzed into the school enter into the main hallway, and have an option of three directions into the remainder of the school. They are directed through signage to check into the main desk, which has a limited view of the main entry.

TURNER MIDDLE SCHOOL has no existing security or weather vestibule. The main office visitor check-in is located on the interior of the school. There is direct access to five classrooms between the main doors and the check-in desk. Visitors enter directly into the main hallway and signage directs them to the check-in desk. There are no effective means of supervision from the check-in desk to the hallway to observe or stop a visitor from entering further into the school.

WALT CLARK MIDDLE SCHOOL has an existing weather vestibule. Visitors enter through the main doors directly into the cafeteria and music and intensive learning suites. Due to the layout, visitors could gain access to the entire school without the knowledge of the administration staff due to a lack of direct supervision from the admin area to the front doors. The administration office is located adjacent to the main entry, but visitors must walk around into the office to check in.

Proposed Solution to Address the Deficiencies Stated Above:

The deficiencies described above, lack of secure entrances, are true for almost all of our buildings. We have limited funds and are being forced to prioritize which schools we would like to address next. This grant will help us extend the 2018 Bond resources to address our middle schools. Knowing that the community lacked tolerance for a bond of the size and scope needed to address the majority of the facility needs in the district, high schools were slated in the first phase for secure vestibules. These have been funded and are scheduled to be completed summer of 2020/2021, as research shows the greatest risk in those facilities. We investigated additional means to provide secure vestibules and entrances to four middle Schools: Conrad Ball, Walt Clark, Lucile Erwin, and Turner. We are writing this BEST Grant to help leverage our Bond funds. This effort has been led and facilitated by District leadership and has the support of the Thompson School District Board of Education.

Solutions for these four schools have been developed in alignment with our District security standards. The standards were developed through discussion with local police, education staff, and the community and will be used as a model in the design at all of the proposed secure entry remodels, as follows:

At all locations, an iPhone with video and intercom capabilities will be provided just outside the main entry doors. A secure

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double-entry vestibule will be created inside of the existing main entry doors. The existing main office and receptionist areas will be reconfigured in order to provide a secure check-in window adjacent to the vestibule. Clear line of sight will be provided between the receptionist location and the vestibule. All glazing from the vestibule into the remainder of the school will have security glass. All of the schools in question currently have security cameras at their entrances. Access control and handicap actuators would be placed on the exterior and interior set of vestibule doors.

Conrad Ball Middle School- No Vestibule-Create a New Vestibule.

Lucile Erwin Middle School-Weather Vestibule - Create new secure vestibule beyond existing weather vestibule.

Turner Middle School- No Vestibule-Create a New Vestibule.

Walt Clark Middle School- No Vestibule-Create a New Vestibule.

Building leaders and staff will be trained on the management of secure vestibules. All parties involved in this project have maintained that adding secure vestibules to these buildings will go a long toward keeping our children safe and building orderly.

How Urgent is this Project?

The safety and facility security deficiencies throughout these schools are of immediate concern. Safety and security is our number one priority. As with all schools, existing without a secure vestibule means being exposed to risk everyday. If the proposed renovations do not occur, students will remain at risk of intruders entering the school without being required to check in. The schools will not be able to guarantee that visitors will be vetted or required to log their presence before having access to students and staff. Poor connections and communication through the front entry doors make it tempting for students or staff to let visitors and or deliveries in the doors without front office staff being aware. Due to the layout of each school, the main entries in their existing state allow immediate access to multiple classrooms and assembly spaces once a visitor has entered the school. Poor or non-existent visibility from the main office to the front doors makes it difficult or impossible to enforce check-in policies.

Macrotrend from 2017 shows that the Loveland community is experiencing 316.5 crimes for each 100,000 population. Additionally, the crime rate is increasing at 1.3% per year. Schools not only have to manage the students, parents and invited guests but are required to be responsive to the outside forces. Schools also struggle with the management of non-custodial parents and the challenges of keeping children in those situations safe. Our Thompson security plan with secure vestibules adds one more layer of protection for the staff and students.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District maintains a Facilities Services Department general fund and capital project budget of approximately \$2.5 million annually. This includes dollars allocated for all departments including custodial, environmental, resource management, security systems, building maintenance, grounds maintenance, and small projects, as all of these departments work toward the upkeep of our buildings and grounds. These secure vestibules will be maintained in accordance with the rest of our district buildings through both responsive and preventative maintenance work orders in order to keep them in good working condition for the users. In addition to our work order system, we also maintain a capital forecasting system in which we track assets on both a system and component level so that we can plan for their replacement in our annual capital and maintenance budgeting efforts. The components and systems within the secure vestibules will be tracked in the capital forecasting system to ensure we are planning for replacement.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All four schools were constructed by Thompson School District in accordance with the building code and standards of the

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time. It is worth noting that the standards for the time predate the threat of school violence.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Outside of the limited amount of bond work completed thus far, funding has not been available for large capital improvements in the past three years; however, we have a diligent maintenance team that has developed priorities to address some of the greatest needs in our buildings and stretch the life of mechanical systems. Small replacements and projects are completed when necessary, and as budget allows. Examples of this work, as well as smaller-scale projects are broken out by school below:

CONRAD BALL MIDDLE SCHOOL was built in 1973

-Addition of five classrooms in 1990.

-Roof of the gymnasium replaced in 1991.

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

-Security system: access control and video surveillance upgrades

-Roof section--emergency repair to get us to the point we can do the replacement

-Door hardware upgrades

Maintenance work:

-replaced small sections of flooring as it has failed (tiles, carpet transitions, etc.),

-rebuilt/replaced motors/compressors;

-replaced/repairs plumbing fixtures and parts of the systems such as sections of water line;

-Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.

-Lighting repairs/replacement--in particular exterior lighting replacements for safety

Small projects:

-Picnic table area

-Scooter/skateboard area

LUCILE ERWIN MIDDLE SCHOOL was built in 1998

-Specialist suite built 2007

-Cellular antennas added to the building in 2016

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

-Security system: access control and video surveillance upgrades

-Roof section replacement/restoration

-Door hardware upgrades

Maintenance work:

-Door adjustments

-Window repair

-Lighting repairs/replacement

-Replaced motors/belts

-Consistent roof repairs during and following moisture events due to sections of roof past their expected lifespan.

Small projects:

-Roof repair

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TURNER MIDDLE SCHOOL was built in 1920

- Gymnasium addition in 1963
- Classroom addition in 1964
- Classroom addition in 1972
- Classroom addition in 1982
- Remodel of four classrooms in 1992
- Gymnasium, kitchen and classroom addition, locker room remodel in 2000
- Roof replacement of music suite in 2012

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Roof section replacement/restoration
- Door hardware upgrades

Maintenance work:

- Drywall repair
- Countertop replacement
- Bleacher repairs (new seat installation, etc.)
- Cabinet repairs
- Replaced lighting components/fixtures
- Replaced motors
- Repaired/replaced miscellaneous plumbing components
- Roof repairs, including shingle, gutter repairs

Small projects:

- Workstation installation in hallway

WALT CLARK MIDDLE SCHOOL was built in 1978.

- Classroom addition and kitchen remodel in 1992
- Partial roof replacement in 2003
- Quiet rooms for Intensive Learning Suite 2019

In the past three years, the following capital improvements have been made to the building:

2018 Bond Work:

- Security system: access control and video surveillance upgrades
- Door hardware upgrades

Maintenance work:

- Lighting repair/replacement
- Pump repair/replacement
- Repaired/replaced miscellaneous plumbing components

Small projects:

- Butterfly garden installation
- Concrete pad and shed installation
- Dish Machine installation

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Outside of BEST grant funding, this project will utilize bond funding secured with the 2018 Bond. The award of BEST grant funding to this project will increase the District's capacity to remedy other facility deficiencies which were identified in initial

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Bond planning, but ultimately placed on the backlog for future funding. We currently allocate approximately \$2.5 million annually in our General Fund and Capital Improvement Budget that goes towards keeping our 32 school and program buildings up and running.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Thompson School District R2-J includes planning for capital projects as part of the annual budgeting exercise. Consideration for expenditure of these finite funds involves thoughtful review of the many requests in an effort to balance needed attention for a particular facility or project with the overall mission and needs of the District. This is not a process that is begun anew each year but rather an ongoing source of information regarding age, condition, technology and risk that allows a view into not only what has been recently addressed in this area but also to better anticipate what is going to require investment over the coming 1-5 years.

When evaluating requests, the requirement of maintaining a safe and comfortable environment that is conducive to learning is top priority. Extending the useful life of assets and protecting what is already owned is also of great importance, whether that be repairing/replacing building roofs, making heating and cooling systems more modern and efficient, or making athletic/activity surfaces and facilities as safe as possible for participants.

For fiscal 2019-20 Thompson School District R2-J budgeted \$3,998,494 for capital projects. This included investment in areas such as facility purchase, various maintenance and ROI projects, technology replacement and enhancements, safety and security, athletics, risk management, nutrition services, and transportation. These expenditures translated to \$2,268 per FTE across all facilities and projects within the District.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$262,690.24	CDE Minimum Match %:	68
Current Applicant Match:	\$558,216.76	Actual Match % Provided:	68
Current Project Request:	\$820,907.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2018 Bond	
Total of All Phases:	\$820,907.00	Escalation %:	6
Affected Sq Ft:	3,194	Construction Contingency %:	10
Affected Pupils:	2,292	Owner Contingency %:	10
Cost Per Sq Ft:	\$257.02	Historical Register?	No
Soft Costs Per Sq Ft:	\$35.07	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$221.95	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$358	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	170	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

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If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	15,531	Bonded Debt Approved:	\$149,000,000
Assessed Valuation:	\$2,282,436,077	Year(s) Bond Approved:	18
PPAV:	\$146,960	Bonded Debt Failed:	\$288,000,000
Unreserved Gen Fund 18-19:	\$12,736,408	Year(s) Bond Failed:	16
Median Household Income:	\$71,572	Outstanding Bonded Debt:	\$75,205,000
Free Reduced Lunch %:	38.9	Total Bond Capacity:	\$456,487,215
Existing Bond Mill Levy:	10.022	Bond Capacity Remaining:	\$381,282,215
3yr Avg OMFAC/Pupil:	\$1,398.14		

● **Facilities Impacted by this Grant Application** ●

MONTROSE COUNTY RE-1J - Multiple Roof Replacements HS/ES - Montrose HS - 1941

District:	Auditor - Montrose County RE-1J
School Name:	Montrose HS
Address:	600 S. Selig Avenue
City:	Montrose
Gross Area (SF):	200,216
Number of Buildings:	3
Replacement Value:	\$47,921,947
Condition Budget:	\$27,041,831
Total FCI:	0.56
Adequacy Index:	0.39



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$7,102,546	\$6,342,722	0.89
Equipment and Furnishings	\$844,124	\$720,473	0.85
Exterior Enclosure	\$5,746,832	\$2,335,511	0.41
Fire Protection	\$473,173	\$1,665,621	3.52
Furnishings	\$2,786,766	\$69,610	0.02
HVAC System	\$5,610,298	\$5,240,159	0.93
Interior Construction and Conveyance	\$7,998,738	\$5,503,620	0.69
Plumbing System	\$3,308,475	\$2,036,278	0.62
Site	\$4,913,669	\$4,400,052	0.90
Structure	\$9,137,326	\$385,956	0.04
Overall - Total	\$47,921,947	\$28,700,002	0.60

MONTROSE COUNTY RE-1J - Multiple Roof Replacements HS/ES - Northside ES - 1969

District:	Auditor - Montrose County RE-1J
School Name:	Northside ES
Address:	528 N Uncompahgre
City:	Montrose
Gross Area (SF):	40,235
Number of Buildings:	3
Replacement Value:	\$9,595,122
Condition Budget:	\$4,893,574
Total FCI:	0.51
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,413,838	\$708,004	0.50
Equipment and Furnishings	\$372,169	\$291,391	0.78
Exterior Enclosure	\$2,016,664	\$1,065,568	0.53
Fire Protection	\$12,285	\$417,495	33.98
HVAC System	\$1,039,311	\$1,093,288	1.05
Interior Construction and Conveyance	\$1,685,280	\$909,267	0.54
Plumbing System	\$481,839	\$249,279	0.52
Site	\$1,145,391	\$545,449	0.48
Special Construction	\$102,627	\$0	0.00
Structure	\$1,325,716	\$18,391	0.01
Overall - Total	\$9,595,122	\$5,298,132	0.55

● **Facilities Impacted by this Grant Application** ●

MONTROSE COUNTY RE-1J - Multiple Roof Replacements HS/ES - Cottonwood ES - 1996

District:	Auditor - Montrose County RE-1J
School Name:	Cottonwood ES
Address:	3500 Woodgate Road
City:	Montrose
Gross Area (SF):	43,073
Number of Buildings:	5
Replacement Value:	\$9,126,977
Condition Budget:	\$3,531,549
Total FCI:	0.39
Adequacy Index:	0.16



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,396,918	\$633,867	0.45
Equipment and Furnishings	\$238,329	\$105,198	0.44
Exterior Enclosure	\$1,002,673	\$582,351	0.58
Fire Protection	\$12,102	\$364,401	30.11
Furnishings	\$3,570	\$0	0.00
HVAC System	\$704,636	\$732,989	1.04
Interior Construction and Conveyance	\$1,611,705	\$785,912	0.49
Plumbing System	\$455,621	\$36,050	0.08
Site	\$1,493,591	\$580,788	0.39
Special Construction	\$299,651	\$74,913	0.25
Structure	\$1,908,180	\$15,641	0.01
Overall - Total	\$9,126,977	\$3,912,110	0.43

MONTROSE COUNTY RE-1J - Multiple Roof Replacements HS/ES - Oak Grove ES - 1906

District:	Auditor - Montrose County RE-1J
School Name:	Oak Grove ES
Address:	62100 Oak Grove Rd.
City:	Montrose
Gross Area (SF):	38,615
Number of Buildings:	3
Replacement Value:	\$10,236,545
Condition Budget:	\$3,774,108
Total FCI:	0.37
Adequacy Index:	0.29



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,620,704	\$987,453	0.61
Equipment and Furnishings	\$376,551	\$184,973	0.49
Exterior Enclosure	\$1,968,177	\$205,693	0.10
Fire Protection	\$222,915	\$167,441	0.75
HVAC System	\$899,644	\$896,680	1.00
Interior Construction and Conveyance	\$1,475,015	\$961,973	0.65
Plumbing System	\$547,532	\$223,995	0.41
Site	\$1,615,489	\$277,753	0.17
Special Construction	\$128,284	\$0	0.00
Structure	\$1,382,233	\$35,591	0.03
Overall - Total	\$10,236,545	\$3,941,552	0.39

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Applicant Name: MONTROSE COUNTY RE-1J

County: Montrose

Project Title: Multiple Roof Replacements HS/ES

Applicant Previous BEST Grant(s): 7

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

If Yes, please explain why:

Project Type:

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

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

Montrose County is located in the southwestern quadrant of the state and has a population of just more than 41,000 residents. The county is considered rural, with residents traveling 60 miles north to Western Colorado's largest city (Grand Junction) for medical and other services. The Montrose County economy has not rebounded as fast as Colorado's overall, with the county experiencing higher than state average unemployment rates, and lower wages; the housing market is not recovering. At the same time, the Colorado Center on Law & Policy reports that Montrose County families need income nearly two-and-a-half times the federal poverty level to make ends meet. Affordable housing is an issue for many families, with wait times of two years to rent affordable family units.

Montrose County is 2,241 square miles, located in the west central portion of the state, a region referred to as Colorado's Western Slope. It is 269 miles southwest of the Denver Metro area over the Continental Divide, and nearly 100 miles east of the Utah state line. Just fewer than half of Montrose County residents live in unincorporated areas (47%), while the City of Montrose is home to 46% of the County's residents. Olathe (4%), Naturita (1%) and Nucla (2%) are town centers providing residence for the remainder of the County's population (U.S. Census, 2010). The area is considered mountain desert, experience four distinct seasons and a temperate climate.

In recent years, the school district has shifted its education focus on a problem-based learning approach, coupled with the highly rigorous Advanced Placement curriculum. Currently the Montrose County School District is the only district on the Western Slope that is Science, Technology, Engineering, and Mathematics (STEM) based. Our students have a unique opportunity in that they attend a district that is the first Western Slope district to commit all its schools to STEM standards. The schools have a robust problem-based learning (PBL) instructional approach that encourages students to discover the tools and information necessary to solve problems, rather than memorizing set strategies. As educators, our school district is committed to be the first in Western Colorado to provide STEM based curriculum and Problem Based Learning at all 13 of our campuses.

Deficiencies Associated with this Project:

This BEST grant application will address Roofing Replacement at 3 Schools over 8 building sections in the Montrose County School District. At Montrose High School we will present the deficiencies relating to Multiple Roof Sections. A Classroom Roof Section at Cottonwood Elementary, Oak Grove Elementary Gym and Northside Elementary, North and South Building Roof Replacement.

As part of the district's masterplan, roof asset management is extremely important. Assessment of the roof sections detailed below are at the end of their serviceable life and have the lowest Roof Condition Index "RCI". Over the years, these roofs have had multiple leaks, continue to leak and have received many associated repairs. The district's maintenance staff over many years have attempted different approaches to solve the deficiencies caused by aging and original installation issues. These

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roofs continue to have multiple leaks and have received numerous repairs that often times disrupt the classroom learning environment. In some cases, these leaks are starting to affect the structure, damaging insulation barriers and creating unwanted environmental conditions.

The roofs were evaluated using the (Armstrong Group Inc. (AGI), roof design and building envelope specialists) BE3 roof evaluation system. These roofs have major deficiencies that affect their the long-term performance and will be too costly to keep maintaining. The BE3 system projected after analyzing the types and costs of repairing those deficiencies and their remaining life that these roofs need to be replaced. The BE3 results are obtained by performing the following analysis for each roof section inspected:

1. Determination of the type and extent of all existing distresses in each section.
2. Inventory and Analysis of the distresses in each roof section to
 - a) determine its overall roof condition and its remaining expected life,
 - b) calculate of the cost to repair all deficiencies in the roof section and
 - c) determination of the additional roof life that could be expected by performing these repairs. This analysis is based upon statistical data that was originally developed by the Army Corp of Engineers but has significant enhancements to improve the accuracy and to give a better reflection of the actual conditions found in the inspection. The system additionally has expanded enhancements to the information produced and added reporting features.
3. An economic analysis is performed on each roof section to determine whether or not performing major repairs is more economical than replacement.
4. NOTE: All predictions of future costs and roof life expectancies are based upon the assumption that regular annual maintenance is performed.
5. The results presented are what the analysis determines is needed and when. Should budget constraints dictate that the schedule needs to be stretched out, this certainly can be done; however additional Delayed Replacement Repair Costs may be required. These costs are outlined in the analysis.

Montrose High School (MHS):

The following roof sections are in the schedule for replacement because of their current Roof Conditions. The Roof Condition Index (RCI) rankings varies from 17 to 45 out of a possible 100 (100 being the best). The following explains the type of material, roof conditions, types of deficiencies, insulation R-Values, structural concerns and other items that effects the water tightness of the roofs.

MHS Lloyd McMillan Gym section:

This section of roof is 21 years old, has an RCI of 12 and consists of a 2 ply APP modified granulated cap sheet torch down roofing system. The roof insulation barrier is under insulated. The barrier has 3" equaling R-20 polyurethane insulation and no below decking insulation. The roof system was mechanically attached through the insulation into the ¼" sloping metal B deck. We suspect that there may be some roof decking that will need to be replaced or rust prohibitor applied in the areas that have had repeating leaks. The structural decking and its support are in good shape and meet currant uplift requirements. The installation of the roof is the biggest problem with this roof systems performance. The insulation is missing the top coverboard and has gaps that exceed the minimum ¼" gaps. Some gaps that have been measured where up to ¾" wide. There is wrinkles in the roofing system that have formed because the movement of the insulation. The other item that is creating wrinkles and ridging is from the APP granulated cap sheet was not fully adhered to the base layer base sheet. The wrinkles and ridges have expanded and contracted the APP roof system causing weakness and splitting. The other deficiencies are, under heated APP

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materials at detail laps and field seams are starting to open. The maintenance department attempts to repair the open laps and splitting wrinkles has been short term and frustrating at best. The distress inventory analysis reveals that these severe deficiencies are adversely affecting the performance of the roof. The amount of projected remaining life with cost of repairing, versus price of replacement, the recommendation is to replace.

Quad Classroom sections: This section of roof is 15 years old, has an RCI of 19. It consists of a .45 mil TPO thermoplastic roofing system. The roof insulation barrier has ¼" tapered EPS board with a base layer of 2" polyurethane insulation equaling an average R-18 with no below deck insulation and does not meet the current energy code. The roof system was mechanically attached through the insulation into the flat wood decking. The structural decking and support is in good shape, but will need an additional ½" exterior fire treated plywood to create the proper thickness to achieve a ¾" bite in the wood to achieve proper fastener attachment to meet the uplift requirements. This roof has premature severe deterioration in the TPO membrane. The crazing has migrated below the scrim which is in the middle of the membrane. In many places the crazing is through the entire membrane. The severe deterioration of the membrane will not provide a solid surface for any coatings or new TPO material to be welded or glued to it. The leaks have been increasing roof wide, is affecting the interior of the building and is exposing the wood structure to damage. There is a series of duct work and RTUs that are old and are too low to the roof to properly seal with a manufacturer standard flashing height. The distress inventory analysis revealed that these severe deficiencies are what is affecting the performance of the roof. The amount of projected remaining life, cost of repairing versus price of replacement, the BE3 recommendation is to replace.

MHS 1992 Classroom and Administration Addition:

This section of roof is 28 years old, has a RCI of 45 and consists of a metal standing rib roof which is fastened to ¼" per foot Structural B-decking. The insulation below this metal panel equals approximately R-25 and has been damaged from water leaks. The underlayment material installed under the roof panels in the valleys, eaves and rakes is a 30 # rolled (felt) sheet. This low sloped condition should have had a peel and stick membrane installed. The leak issues are stemming from improperly installed valleys that have minimum overlapping, rake flashings that is improperly integrated with metal wall panels, ninety percent of the panels do not extend beyond the eave edge is allowing water to wick back into the building and curb flashings have water backing up behind them. The sealant for the metal joinery was not installed in compression or soldered properly. Screw holes have over the years wallowed out beyond screw replacement sizes. The valley sealants and minimum overlapping is failing. There is a wall connection where the wall flashing is extra-long to compensate for the short panels. There is panel surface rust deterioration that has started because the slope of the roof is at a minimum and holding water in places. The gutter joints cannot no longer be maintained. There have been numerous coats of sealant that have been applied in an attempt to stop water entering the short panel edges, joints, seams and laps. This has only provided temporary results. In order to correct these issues, the panels would have to be removed and replaced. This would cost as much or more then replacing the roof. We suspect that there may be some roof decking that will need to be replaced or rust prohibitor applied. The rest of the structure and decking is in good shape and will meeting uplift resistance requirements.

MHS Weight Room:

This section of roof is approximately 16 years old, has an RCI of 42 and consists of a .45 mil TPO thermoplastic roofing system over 3 layers of 2 ½" R-40 polyurethane insulation, 1/8" gypsum pour over a 1" high density wood fiber deck. This roof has ballast (2" cobble) to secure the TPO system. This roof has premature severe deterioration in the TPO membrane. The crazing has migrated below the scrim which is in the middle of the membrane. In many places the crazing is through the entire membrane. This severe deterioration will not provide a solid surface for any coatings or new TPO material to be welded or glued to it. The leaks have been increasing roof wide, is affecting the moisture sensitive structure and the interior of the building. We are anticipating having to replace some of the top surface of the gypsum. Currently the decking and structure looks good from below and do not need additional framing or support. The new roofing process will remove the excessive weight of the ballast and lighten the load on the building structure. The distress inventory analysis revealed that the severe deficiencies recommend replacement.

Cottonwood Elementary School:

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This section of roof is 15 years old, has an RCI of 43 and consists of a .45 mil Ballasted EPDM thermoset roofing system. The roof insulation barrier is 5" of polyurethane insulation that has approximate R value of 28. The ¼" per ft slope is in the structure. The decking is a metal B deck and meets current wind weight loading requirements. The current deficiencies consist of EPDM that is shrinking, hardening and the laps are starting to delaminate due to the shrinkage and drying out of the EPDM membrane. There is significant surface deterioration of the exposed EPDM membrane above the rock ballast. The laps and details are splitting and starting to open due to aging of the material. There has been leaks at the drains and mysterious leaks that have been difficult to find because of the loose laid membrane with the rock ballast. The district has made multiple repair attempts and have to keep chasing leaks. The ballasted rock has made it very difficult to find the source of intrusion. The cost of repairing and replacing deteriorated membrane is higher than the cost of replacing the roof based on the results of the evaluation.

Oak Grove Elementary Gym:

This section of roof is approximately 30 years old, has an RCI of 30 and consists of multiple layers of built-up roofing equaling 2.5 roofs. The roof has many layers and repairs mostly due to the slope of the roof. Built-up roofing is not designed to be on slopes that this structure presents. The roof has failed multiple times and the first roof was never removed before the new roof was installed. We noticed that there has been slipping in the original roofing because the roof is missing the proper back nailing to keep the roofing tied to the decking. The other gravity item that is affecting the newer roof is the asphalt. The asphalt that was used is not the same as the older asphalt. Starting in the late 80's the process of refining asphalt has gotten much more efficient. This has taken out a lot of the good properties in the asphalt that gave it the ability not to run. The newer roof has signs of asphalt running which has affected the roof over time. The roof has suffered from splits and deterioration from the oxidation and UV exposure. This has left the protective cap-sheet with exposed scrim and places where the deterioration has gone through the top plies. The deterioration has really affected the southside, as it has increased sun exposure. There are other items like pipe penetrations that have broken seals and embedded edge metal that has become disconnected from the old asphalt and plies. The roof is currently under insulated and requires up grading to make the exposed T&G plank ceiling more efficient. The roof is and has experience a lot of water damage. This is evident by the water staining on the exposed wood. The structure and decking are in good shape and currently meets uplift resistance requirements. The structure needs a new roof to protect this one of kind exposed wood gym. The plan is to upgrade the roof to a system that is designed to be installed on the slopes and curve this structure presents, while providing a long-term solution. There is one other item and that is a layer of asbestos that was found in one of the cores. The removal of the roof will also address this abatement.

Northside Elementary:

The following roofs are on the north and south buildings. Their Roof Condition Index (RCI) rankings are 19 and 41 out of a possible 100 (100 being the best). The following explains the type of material, roof conditions, types of deficiencies, insulation R-Values, structural concerns and other items that effects the overall performance of these roofs.

North Building:

The north building section is approximately 16 years old, has an RCI of 19. It consists of a .45 mil TPO thermoplastic roofing system. Installed over a ¼" wood fiber board on top of an asbestos cap-sheet over plywood deck. Area 2 has a .45 mil TPO thermoplastic roofing system install over a ¼" gypsum coverboard, 2" R-11 polyurethane insulation on an asbestos cap-sheet over a plywood deck. These roof sections were mechanically attached through the insulation into the plywood decking. The roofs have severe deterioration in the TPO membrane. The crazing has migrated below the scrim which is in the middle of the membrane. In many places the crazing is through the entire membrane. The severe deterioration of the membrane will not provide a solid surface for any coatings or new TPO material to be welded or glued to it. The leaks have been increasing roof wide, it is affecting the interior of the building and is exposing the structure to damage. The distress inventory analysis revealed that these severe deficiencies are affecting the performance of the roof. The amount of projected remaining life, cost of repairing versus price replacement, the recommendation from the BE3 system is to replace.

South Building:

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The roof on the north building section is approximately 16 years old, has a RCI of 41 and consists of a .45 mil TPO thermoplastic roofing system. This membrane is installed over a ¼" gypsum coverboard, 2 ½" R-14 polyurethane insulation and 3 ½" phenolic insulation R-15 over a metal B deck. This roof was mechanically attached through the insulation into the decking. The roof has severe deterioration in the TPO membrane. The crazing has migrated below the scrim which is in the middle of the membrane. The severe deterioration of the membrane will not provide a solid surface for any coatings or new TPO material to be welded or glued to it. The leaks have also been increasing on this roof as well. It is affecting the interior of the building and is exposing the structure to damage. We are anticipating having to replace and or install rust prohibitor due to the industry known rusting issues of phenolic foam reaction on metal in humid environments. Currently the decking and structure we could see looks good from below and doesn't need additional framing or support. The recommendation from the BE3 system is to replace

Proposed Solution to Address the Deficiencies Stated Above:

The district engaged Armstrong Group Inc, a roofing consultant to assess the conditions of the roofs included in this grant application. The recommendations from the roofing consultant comply with

the Public-School Facility Construction Guidelines and are as follows:

MHS Lloyd McMillan Gym:

The basic overview of the assembly scope that is in the budget is as follows:

- 1) The roofs will remain in place and all base-flashing and penetration flashing will be removed. The roof will be scanned for moisture and all wet insulation replaced.
- 2) We suggest a heat inducted 72 mil thick high-grade PVC system for this location of this school. The system will provide good reflective properties and low heat absorption that will allow the insulation to perform to its maxim properties.
- 3) The installation of a ½" high density cover board to help with hail protection and punctures.
- 4) Installation of a ½" per ft taper polyisocyanurate insulation crickets built to a 3 to 1 ration to enhance the existing crickets flow.
- 5) Polyisocyanurate insulation is the most effective best performing insulation in the roofing industry. This insulation type has been tested in all types of roofing assemblies for wind resistance, adhesion and fastening attachments. The currant energy code requires that a minimum of R-30 will need to be installed, since there is existing R-20 in the existing polyisocyanurate we will add an additional 2" equaling R-11 to achieve the code requirements. The least expensive and most effective area to install this insulation is on top of the roof and integrate it with the roof assembly.
- 6) The means of attachment of this roof to the structure will be heat inducted fasteners through the insulation and existing roof to the metal B deck. This will achieve the wind resistance for the location of this building in a pattern that meets FM1-90.
- 7) HVAC curbs an utilities will be raised to meet the new installation code requirements.
- 8) The roof drains will be water tested for plugs and leaks and all plastic cages will be replaced with cast iron cages.
- 9) Special attention will be taken to integration details like to the existing stucco wall and other nonstandard details.
- 10) All new supports for utility lines will have good rubber-bases and adjustable metal brackets.
- 11) All rusted decking will need to be wire brushed and have rust prohibitor installed.
- 12) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

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MHS Quad Classrooms

The basic overview of the assembly scope that is in the budget is as follows

- 1) The current roof materials will need to be removed to the deck due to the EPS insulation and expose the decking to install a new ½" fire treated plywood to the planking to attach the new roof and achieve proper ¾" penetration into the wood to meet tested systems and achieve proper wind resistance.
- 2) We suggest a minimum heat inducted 72 mil thick high-grade PVC system for the location of this school. The system will provide good reflective properties and low heat absorption that will allow the insulation to perform to its maxim properties.
- 3) The installation of a ½" high density cover board to help with hail protection and punctures.
- 4) Installation of a ¼" per ft taper polyisocyanurate insulation will be needed since the wood plank deck is flat.
- 5) Installation of a ½" per ft taper polyisocyanurate insulation crickets built to a 3 to 1 ration to enhance the existing crickets flow.
- 6) Polyisocyanurate insulation is the most effective best performing insulation in the roofing industry. The currant energy code requires that a minimum of R-30 to be installed. Since there is no below deck insulation the base R-30 polyisocyanurate insulation layer will need to be installed first then the polyisocyanurate tapered insulation on top. This will create a base layer of R-30 with an overall average R-value around R-42. This amount of insulation exceeds the amount you need but is the minimum based on the lengths of taper we will be working with on this project.
- 7) The means of attachment of this roof to the structure will be a heat inducted fastener through the insulation and existing roof to the ½" fire treated plywood and wood deck.
- 8) Equipment curbs and utilities will be raised to meet the new heights of the insulation base layer, taper system and snow loads.
- 9) The edge will receive new gutters and downspouts that are built with open faced downspouts and gutters that have brackets that can handle the snow and ice loads.
- 10) Special attention will be required to integration details like to the existing wall panels and other nonstandard details.
- 11) All new supports for utility lines will have good rubber-based bases and adjustable metal brackets.
- 12) The roof drains will be replaced water tested for plugs and leaks and all plastic cages will be cast iron cages.
- 13) The tree in the courtyard will be trimmed to avoid wear on the new roof from the tree.
- 14) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

MHS Weight Room

The basic overview of the assembly scope that is in the budget is as follows:

- 1) The roof and ballast will need to be removed to the deck due to the signs of improper adhesion of the insulation layers, excessive weight on the structure and to inspect the deck.
- 2) We suggest a minimum fleece backed 72 mil thick high-grade PVC system for the location of this school. The system will

BEST FY2020-21 GRANT APPLICATION SUMMARIES

provide good reflective properties and low heat absorption that will allow the insulation to perform to its maximum properties.

3) The installation of a ½" high density cover board to help with hail protection and punctures to the new ¾" plywood decking.

4) Fully adhere the following new permanent decking and insulation system:

a. ¾" plywood

b. Installation of an ⅛" per ft taper polyisocyanurate insulation to enhance the ⅛" taper in the gypsum pour.

c. Installation of a ½" per ft taper polyisocyanurate insulation crickets built to a 3 to 1 ration to enhance the existing crickets flow.

5) Polyisocyanurate insulation is the most effective best performing insulation in the roofing industry. The current energy code requires that a minimum of R-30 to be installed. Since there is no below deck insulation the base R-30 polyisocyanurate insulation layer will need to be installed first then the polyisocyanurate tapered insulation on top. This will create a base layer of R-30 with an overall average R-value around R-42. This amount of insulation exceeds the amount you need but is the minimum based on the lengths of taper we will be working with on this project.

a. The means of attachment of this roof to the structure will be fully adhered with polyurethane foam adhesive. The intent is to adhere the insulation and a ¾" fire treated plywood to the gyp-HD fiberboard decking. This will allow the reinstallation and saving of the insulation in the future without having to potentially destroy the decking. The new roof will be attached with heat induction plates through ½" gypsum board to the new ¾" plywood decking. The spacing patterns of the fasteners will achieve the wind resistance for the location of this building in a pattern that meets FM1-90.

6) Equipment curbs and utilities will be raised to meet the new heights of the insulation base layer, taper system and snow loads.

7) Special attention will be required to integration details like to the existing wall panels and other nonstandard details.

8) All new supports for utility lines will have good rubber-based bases and adjustable metal brackets

9) The roof drains will be water tested for plugs and leaks and all plastic cages will be replaced with cast iron cages.

10) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

MHS 1992 Classroom and Administration Addition:

The basic overview of the assembly scope that is in the budget is as follows:

1) The metal roof will be removed to expose the metal B deck.

2) We suggest a minimum heat inducted 72 mil high-grade PVC in a Gun slate grey color to match the color intent of the original roof. The addition of ribs to mimic the seams is not required due to the slope of the roof. (the district may choose a white color with the grey trim to maximum the solar reflectivity)

3) The installation of a ½" high density cover board to help with hail protection and punctures.

4) Installation of a ½" per ft taper polyisocyanurate insulation crickets built to a 3 to 1 ration to enhance the existing crickets flow area.

5) Polyisocyanurate insulation is the most effective best performing insulation in the roofing industry. The current energy code

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requires that a minimum of R-30 to be installed.

6) The means of attachment of this roof to the structure will need to be a heat induction heat plates and fasteners through the insulation and existing roof to the metal B deck to achieve the wind resistance for the location of this building in a pattern that meets FM1-90.

7) There will need to be special attention made to integration details like to the existing wall panels and other nonstandard details.

8) The edge will receive new gutters and downspouts that are built with open faced downspouts and gutters that have brackets that can handle the snow and ice loads.

9) All rusted decking will need to be wire brushed and have rust prohibitor installed. New decking will be required if the decking has been compromised beyond restoring.

10) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

Cottonwood Elementary School

1) The roof gravel ballast and the existing loose laid EPDM membrane will be removed to the deck to expose the existing insulation. Remove any wet or damaged insulation.

2) We suggest a minimum heat inducted 72 mil thick high-grade PVC system for the location of this school. The system will provide good reflective properties and low heat absorption that will allow the insulation to perform to its maxim properties.

3) The installation of a ½" high density cover board to help with hail protection and punctures.

4) Installation of a ½" per ft taper polyisocyanurate insulation crickets built to a 3 to 1 ration to enhance the existing crickets flow.

5) Polyisocyanurate insulation equals R-30 and will be reused.

6) The means of attachment of this roof to the structure will need to be a heat inducted plates and fastener through the insulation and existing roof to the metal B deck to achieve the wind resistance for the location of this building in a pattern that meets FM1-90.

7) All new supports for utility lines will have good rubber-based bases and adjustable metal brackets

8) The roof drains will be water tested for plugs and leaks and all plastic cages will be replaced with cast iron cages.

9) There will be new PVC coated metal overflow scuppers installed.

10) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

Oak Grove Elementary Gym

1) The roof will need to be removed as there are 2.5 roofs on the structure.

2) One of the cores indicated a middle layer of asbestos in a material. The rest of the cores didn't show this one middle layer as asbestos containing. We are treating the roof as it has asbestos, so we can budget for asbestos removal and disposal for the whole roof.

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We have priced the roof with 2 options:

Option 1:

- 1) Install new ½" fire treated plywood to achieve proper wood thickness to achieve FM1-90 uplift resistance and give enough wood to achieve a ¾" bit into the wood.
- 2) Install new nailers as required to achieve the proper heights to match approximately 6" of code required R-30 polyisocyanurate insulation.
- 3) Butyl based high and low temperature peel and stick underlayment.
- 4) Install a new Kynar finished 24-gauge double rolled seam metal roof. The panels will be continuous and formed to the arch of the barrel.
- 5) Install new matching flashing and integrate with counterflashing on the northside low slope roof connection.
- 6) The edge will receive new gutters and downspouts that are built with open faced downspouts and gutters that have brackets that can handle the snow and ice loads

Option 2:

- 1) Install new ½" fire treated plywood to achieve proper wood thickness to achieve FM1-90 uplift resistance and give enough wood to achieve a ¾" bit into the wood.
- 2) Install new nailers as required to achieve the proper heights to match approximately 6" of code required R-30 polyisocyanurate insulation.
- 3) Install a new ½" high density coverboard.
- 4) Fully adhere a 72 mil fleece back gun grey high grade PVC with Decor ribs to match a metal roof in look.
- 5) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

Northside Elementary:

North Building:

- 1) The roofs will be removed to remove the asbestos layer and expose the decking.
- 2) We suggest a minimum heat inducted 72 mil thick high-grade PVC system for the location of this school. The system will provide good reflective properties and low heat absorption that will allow the insulation to perform to its maxim properties.
- 3) The installation of a ½" high density cover board to help with hail protection and punctures.
- 4) Installation of a ½" per ft taper polyisocyanurate insulation crickets built to a 3 to 1 ration to enhance the existing crickets flow.
- 5) Polyisocyanurate insulation is the most effective best performing insulation in the roofing industry. The currant energy code requires that a minimum of R-30 to be installed.
- 6) The means of attachment of this roof to the structure will need to be a heat inducted plates and fastener through the

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insulation and existing roof to the metal B deck to achieve the wind resistance for the location of this building in a pattern that meets FM1-90.

7) Equipment curbs and utilities will be raised to meet the new heights of the insulation base layer, taper system and snow loads.

8) The edge will receive new gutters and downspouts that are built with open faced downspouts and gutters that have brackets that can handle the snow and ice loads.

9) Special attention will be required to integration details like to the existing wall and other nonstandard details.

10) All new supports for utility lines will have good rubber-based bases and adjustable metal brackets

11) The roof drains will be water tested for plugs and leaks and all plastic cages will be replaced with cast iron cages.

12) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

South Building:

1) The roofs will need to be removed to the deck to remove the phenolic foam layer and expose the decking for inspection for phenolic exposer damage.

2) We suggest a minimum heat inducted 72 mil thick high-grade PVC system This system will provide good reflective properties and low heat absorption that will allow the insulation to perform to its maxim properties.

3) The installation of a ½" high density cover board to help with hail protection and punctures.

4) Installation of a ½" per ft taper polyisocyanurate insulation crickets built to a 3 to 1 ration to enhance the existing crickets flow.

5) Polyisocyanurate insulation is the most effective best performing insulation in the roofing industry. The currant energy code requires that a minimum of R-30 to be installed.

6) The means of attachment of this roof to the structure will need to be a heat inducted plates and fastener through the insulation and existing roof to the metal B deck to achieve the wind resistance for the location of this building in a pattern that meets FM1-90.

7) Equipment curbs and utilities will be raised to meet the new heights of the insulation base layer, taper system and snow loads.

8) The edge will receive new gutters and downspouts that are built with open faced downspouts and gutters that have brackets that can handle the snow and ice loads.

9) Special attention will be required to integration details like to the existing wall and other nonstandard details.

10) All new supports for utility lines will have good rubber-based bases and adjustable metal brackets

11) The roof drains will be water tested for plugs and leaks and all plastic cages will be replaced with cast iron cages.

12) Obtain a 20 year no dollar manufacturer warranty and 5-year contractor workmanship warranty.

How Urgent is this Project?

The Armstrong Group Inc. (AGI), roof design and building envelope specialists, was hired by MCSD through a competitive RFQP

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process to conduct a district wide roof analysis and establish an overall plan for replacement. AGI also provides the architectural-engineering design services for construction documents as well as installation quality control inspections. AGI has been implementing a Roof Asset Management Program and Roof Condition Index (RCI) to establish which roofs are in need of repair or replacement. This program is based on inventory of all distresses in the many roofs the district has. This system is based on statistical data, identifies each distress, compares these distress effects on the performance of each roof, projects remaining years left of the roofs and compares the costs of repairs and replacement. The system ranks the roof condition with a number that ranges from 1- 100, 100 being the best. Based on the results and comparing the results to onsite conditions. The district with the assistance of AGI determined these roofs to be in the worst condition, with negative effect on safety, learning environment, and the building's overall integrity. These roofs cannot be properly repaired and need immediate replacement. As outlined above in the deficiency section, these roofs are at the end of their useful lives and on a short timeframe for needed replacement. The district maintenance staff has put forth great efforts and costs to contain and address water infiltration. It has caused major disruption to school district operations and obligations. These schools hold over 40% of the entire district's student population. Ensuring the roofs on these schools protect the valuable assets these buildings provide to students and staff is of paramount importance. If there was a roof failure, the district would not have the space to relocate students and staff to an alternate location.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The new roof installations will carry a 5-year warranty from the roofing contractor and a 20-year full roofing system guarantee by the roofing material manufacturer. The district commits to follow all contractor and manufacturer recommended maintenance to ensure the warranties stay intact throughout the course of the warranty period. There will also be a 1-year inspection made by the district, AGI and the roofing contractor. The roof replacements useful life will be maximized through a formal maintenance plan. District maintenance staff will inspect roofs every fall and after winter to determine if weather conditions caused damage, remove debris and maintain as necessary. Additional roof inspections will also occur if there is any indication of roof damage throughout the years. If damage is suspected or identified, the district maintenance staff will notify the roofing manufacturer and contractor to provide a permanent solution to the damage. The district will troubleshoot any concerns on a temporary basis until a permanent solution can be conducted. The district will provide water intrusion cleanup procedures to minimize damage and provide safety protocols. The district will also implement annual and ongoing maintenance repairs while incorporating proactive strategies to reduce the likelihood of damage. A capital renewal budget will be used for maintenance expenses and for eventual roof replacement.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The school facilities submitted in this grant for roof replacements were all constructed as schools within the Montrose County School District at the various times of construction, the materials and methods were consistent with best practices and compliant with the governing codes.

Montrose High School:

Montrose High School is located at 600 South Selig Avenue in Montrose was constructed by the school district in 1941. It was built as a high school and remains as the district's high school, serving students from Centennial and Columbine Middle Schools.

Cottonwood Elementary School:

Cottonwood Elementary School is located at 3500 Woodgate Road in Montrose. It was constructed in 1996 as an Elementary School for the district and has remained an elementary school to serve the students on the south side of the Montrose community.

Northside Elementary School:

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Northside Elementary School is located at 528 North Uncompahgre in Montrose. It was constructed in 1969 as an Elementary School for the district and has remained an elementary school to serve the students on the north side of the Montrose Community.

Oak Grove Elementary School:

Oak Grove Elementary School is located at 62100 Oak Grove Road in Montrose. It was constructed in 1906 as an elementary school for the district and has remained as elementary school to serve students on the west side of the Montrose community.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Montrose High School:

Montrose High School has had several additions with other buildings added to the campus to compliment educational programs and athletics. These occurred in the years 1961, 1965, 1974, 1980, 1992, 1998, 1999, 2000 and 2003. Recent capital improvements have been: 2013 through 2015 – Energy Efficiency upgrades, HVAC, Boiler’s and Lighting (Cap Reserve and ESCO Loan). Wood Shop Electrical Upgrade (Cap Reserve and BEST Grant). Campus wide ADA access improvements in 2015, 2016, and 2017 (Cap Reserve). 2016 – Roof replacements for the Library, Wood Shop/ROTC building, Kitchen/Cafeteria, Auxiliary gym and Art Building with HVAC replacement at Art Building (Cap Reserve). 2017 – Irrigation pump replacement (Cap Reserve). 2018 – Resurface all-weather track. (Cap Reserve). 2019 – Replaced carpet and rubber mats. The ceiling tiles and grid were replaced in the girl’s locker room. The Lloyd McMillan Gym floor was sanded down and painted. Cafeteria floor was replaced with Epoxy, Asbestos Abatement Project (BEST Grant and District Funds) Fence Upgrades (Security Grant).

Cottonwood Elementary School:

Cottonwood was built in 1996. In 2004 – Classroom addition (2002 bond funds) 2010 – Cafeteria addition (Cap Reserve). 2016 – Roof replacements for kitchen and mechanical wells (Cap Reserve). 2017 – Modular ramp replacements and ADA improvements (Cap Reserve). 2018 – Campus perimeter fence improvements. 2019 – Roof and Security Entrance; replaced carpeting in two rooms. (Security and District Funds)

Northside Elementary School:

Northside Elementary School was built in 1969 with additions in 1980, 1984, and 2007. Renovations were completed in 1990, 1991, 1995, 2000, 2005 and 2019. The 2019 renovation was asbestos abatement in the East Wing and Security Entrance; replaced carpeted floors in the east wing and added epoxy to the hallway. (Best Grant and District Funds).

Oak Grove Elementary School was built in 1906 with a gym and classrooms added in 1960; additional classrooms were added in 1999. 2018 – Gym windows and doors were replaced (Cap Reserve). 2019 – Security entrance, GOCO playground and sewer lift station. (Security, GOCO and Cap Reserve)

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

None other than district funds for maintenance and capital reserve projects.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The capital outlay budget is a district wide number, based on the priorities of our master plan for the fiscal year and ongoing revenue for the capital reserve and general fund. Current fiscal year budget for ongoing revenue is \$1,380,000 or \$230.04 per FTE. There are additional one time funds available through grant and district committed funds in the building fund.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Montrose High School: electricity, water, sewer, trash and natural gas \$204,144.63

Northside Elementary: electricity, water, sewer, trash and natural gas \$61,503.73

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Cottonwood Elementary: electricity, water, sewer, trash and natural gas \$58,790.67

Oak Grove Elementary: electricity, water, sewer, trash and natural gas \$43,697.17

The cost for internet and telecommunications for the entire district is \$52,439.04

Utility savings will be achieved by insulating the roofs, the amount is undetermined at this time.

Current Grant Request:	\$1,603,156.17	CDE Minimum Match %:	59
Current Applicant Match:	\$2,306,980.83	Actual Match % Provided:	59
Current Project Request:	\$3,910,137.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Fund 43 Capital Reserve Fund and Fund 41 Building Fund
Future Grant Requests:	\$0.00		
Total of All Phases:	\$3,910,137.00	Escalation %:	5
Affected Sq Ft:	117,711	Construction Contingency %:	7
Affected Pupils:	2,504	Owner Contingency %:	7
Cost Per Sq Ft:	\$33.22	Historical Register?	No
Soft Costs Per Sq Ft:	\$5.19	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$28.03	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,562	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	119	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	5,721	Bonded Debt Approved:	\$21,270,000
Assessed Valuation:	\$582,004,449	Year(s) Bond Approved:	16
PPAV:	\$101,731	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$9,104,368	Year(s) Bond Failed:	
Median Household Income:	\$48,726	Outstanding Bonded Debt:	\$23,955,000
Free Reduced Lunch %:	54.5	Total Bond Capacity:	\$116,400,890
Existing Bond Mill Levy:	3.949	Bond Capacity Remaining:	\$92,445,890
3yr Avg OMFAC/Pupil:	\$3,591.26		

● **Facilities Impacted by this Grant Application** ●

MONTROSE COUNTY RE-1J - Multiple HVAC Replacements HS/MS - Centennial MS - 1974

District:	Auditor - Montrose County RE-1J
School Name:	Centennial MS
Address:	1100 South 5th Street
City:	Montrose
Gross Area (SF):	99,469
Number of Buildings:	3
Replacement Value:	\$27,343,331
Condition Budget:	\$17,204,031
Total FCI:	0.63
Adequacy Index:	0.41



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,076,855	\$3,861,863	0.95
Equipment and Furnishings	\$696,234	\$686,756	0.99
Exterior Enclosure	\$5,058,703	\$2,432,474	0.48
Fire Protection	\$259,424	\$592,943	2.29
Furnishings	\$687,065	\$497,543	0.72
HVAC System	\$4,023,484	\$2,501,257	0.62
Interior Construction and Conveyance	\$4,012,598	\$3,382,671	0.84
Plumbing System	\$1,706,412	\$1,966,560	1.15
Site	\$2,698,035	\$1,858,036	0.69
Structure	\$4,124,521	\$30,000	0.01
Overall - Total	\$27,343,331	\$17,810,103	0.65

MONTROSE COUNTY RE-1J - Multiple HVAC Replacements HS/MS - Montrose HS - 1941

District:	Auditor - Montrose County RE-1J
School Name:	Montrose HS
Address:	600 S. Selig Avenue
City:	Montrose
Gross Area (SF):	200,216
Number of Buildings:	3
Replacement Value:	\$47,921,947
Condition Budget:	\$27,041,831
Total FCI:	0.56
Adequacy Index:	0.39



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$7,102,546	\$6,342,722	0.89
Equipment and Furnishings	\$844,124	\$720,473	0.85
Exterior Enclosure	\$5,746,832	\$2,335,511	0.41
Fire Protection	\$473,173	\$1,665,621	3.52
Furnishings	\$2,786,766	\$69,610	0.02
HVAC System	\$5,610,298	\$5,240,159	0.93
Interior Construction and Conveyance	\$7,998,738	\$5,503,620	0.69
Plumbing System	\$3,308,475	\$2,036,278	0.62
Site	\$4,913,669	\$4,400,052	0.90
Structure	\$9,137,326	\$385,956	0.04
Overall - Total	\$47,921,947	\$28,700,002	0.60

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: MONTROSE COUNTY RE-1J

County: Montrose

Project Title: Multiple HVAC Replacements HS/MS

Applicant Previous BEST Grant(s): 7

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

If Yes, please explain why:

Project Type:

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

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

Montrose County is located in the southwestern quadrant of the state and has a population of just more than 41,000 residents. The county is considered rural, with residents traveling 60 miles north to Western Colorado's largest city (Grand Junction) for medical and other services. The Montrose County economy has not rebounded as fast as Colorado's overall, with the county experiencing higher than state average unemployment rates, and lower wages; the housing market is not recovering. At the same time, the Colorado Center on Law & Policy reports that Montrose County families need income nearly two-and-a-half times the federal poverty level to make ends meet. Affordable housing is an issue for many families, with wait times of two years to rent affordable family units.

Montrose County is 2,241 square miles, located in the west central portion of the state, a region referred to as Colorado's Western Slope. It is 269 miles southwest of the Denver Metro area over the Continental Divide, and nearly 100 miles east of the Utah state line. Just fewer than half of Montrose County residents live in unincorporated areas (47%), while the City of Montrose is home to 46% of the County's residents. Olathe (4%), Naturita (1%) and Nucla (2%) are town centers providing residence for the remainder of the County's population (U.S. Census, 2010). The area is considered mountain desert, experience four distinct seasons and a temperate climate.

In recent years, the school district has shifted its education focus on a problem-based learning approach, coupled with the highly rigorous Advanced Placement curriculum. Currently the Montrose County School District is the only district on the Western Slope that is Science, Technology, Engineering, and Mathematics (STEM) based. Our students have a unique opportunity in that they attend a district that is the first Western Slope district to commit all its schools to STEM standards. The schools have a robust problem-based learning (PBL) instructional approach that encourages students to discover the tools and information necessary to solve problems, rather than memorizing set strategies. As educators, our school district is committed to be the first in Western Colorado to provide STEM based curriculum and Problem Based Learning at all 13 of our campuses.

Deficiencies Associated with this Project:

This BEST grant application will address HVAC Replacement and Improvement at two Schools in the Montrose County School District. At Montrose High School we will present the deficiencies to support replacement of multiple HVAC systems serving various sections of the school. At Centennial Middle School we will present the deficiencies that will support current system improvements. The importance of indoor air quality, energy efficiency, expected remaining life of equipment, energy cost, and a comfortable learning environment prompt the submission of this grant.

Montrose High School (MHS):

The following HVAC systems are in the schedule for replacement because of their current age and condition. For clarity and

BEST FY2020-21 GRANT APPLICATION SUMMARIES

understanding we will explain the deficiencies related to each section based on type of components and systems.

MHS Quad Area and Band Room:

The deficiencies related to the 1961 addition are around the original, heating only, hydronic unit ventilators serving the Band Room, Biology and Science Classrooms. Of five units, only one of the two in the band room are in service due to parts being obsolete. The unit heaters remaining in service do not provide adequate, code required, outdoor air ventilation to the classrooms as the old outside air damper assemblies and pneumatic controls are inoperative. In addition, the units are heating only and some of the spaces (Band room specifically) are in need of air-conditioning. The units are nearing 60 years old and are well beyond the expected life cycle for this type of equipment.

The 1965 addition of the Quad Area has the original standing pilot, natural gas-fired, forced air furnaces at exterior walls of each classroom. Heating and fresh air distribution is very poor with these extremely aged units. The pilot lights continually need to be reignited through the winter season and fresh air intakes are inoperable and irreparable. The age of the units alone makes them a hazard due to the high potential of heat exchanger failure and carbon monoxide in the classrooms. None of the units in the 1961 or 1965 sections can be repaired as their parts are obsolete. Parts need to be custom made when required and this has become extremely cost prohibitive. These units do not provide adequate outdoor air, code required ventilation to the classrooms. In addition, the units are heating only and some of the spaces are in need of air-conditioning. The units are nearing 55 years old and are well beyond the expected life cycle for this type of equipment. Also, the units are energy inefficient due to their age and the fact they are atmospheric gas appliances, meaning that at the school elevation, these units are only about 60% efficient for gas combustion compared to over 90% for newer appliances.

MHS Girl's Locker Room and Climbing Gym:

This 1974 addition originally had two gas-fired, heating and ventilating (H&V) units on the roof. Neither unit had cooling capabilities. The one remaining original H&V unit is nearing 45 years old and is well beyond the expected life cycle for this type of equipment. This unit cannot be repaired as its parts are unavailable and obsolete. The fresh air modulating dampers no longer work and must be manually opened. Our HVAC technician can only set the units to run, fan on or fan off, for heating. This does not meet the requirements for fresh air in the building, making elevated CO2 levels a big concern for this active environment. Our maintenance department receives numerous work orders related to temperature regulation and indoor air quality as neither of the original units had cooling capabilities. Completing these work orders will many times cause disruptions to activities and access.

MHS Administration and Classroom Addition:

There are seven packaged, gas-fired heating, DX cooling RTUs servicing this 1992 addition that are original and nearing 28 years old and are very close to end of life. They have exposed ductwork on the roof that has rusted to the point that replacement is the only option. This original design has created a nesting place for pigeons that creates a health hazard and is impossible to fully mitigate. The units themselves are rusting as well. Overall performance for heating and cooling has declined, increasing run times and energy consumption. Fresh air dampers are randomly malfunctioning meaning these units do not provide adequate outdoor air, code required ventilation to the offices and classrooms. The issues we are addressing are indicative of nearing unit failure.

Centennial Middle School North Building:

The Classrooms and Administration areas of the north building are served by three constant volume RTUs, that is, the air flow rated is a constant amount. The original design of the HVAC system was meant to have some basic zoning given the layout of the ductwork. The deficiencies are related to a large constant volume of air being supplied with one thermostat, serving to many rooms. The rooms being of different sizes and some having more exterior walls than others make it impossible to supply consistent temperatures when cooling or heating. This creates wide differences from season to season and a constant stream of work order requests to adjust thermostat settings. Sun exposure also effects the demand for heating and cooling throughout the building with no way to control the individual space temperature rooms can be as low as 65 and as high as 75

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at the same time on the same ventilation system. None of these situations make for a conducive learning environment for student or staff. Our HVAC technician does his best to manually close dampers in hot rooms and fully open them in cooler ones, but this stop gap measure makes for improper ventilation and CO2 concerns. He also knows he will be back to reverse everything at the change of the season. Also, being constant volume air delivery by the RTU's, the system is not energy efficient and would not be considered for use in a modern school.

Proposed Solution to Address the Deficiencies Stated Above:

Addressing the current deficiencies of the HVAC Systems at Montrose High School (MHS) will require their complete replacement. As a forward-thinking Facility Director, I engaged our mechanical engineers (Bighorn Consulting Engineers) to develop construction documents, defining a complete scope of work to replace the MHS HVAC systems and Improve Centennial Middle Schools HVAC System. These construction documents allowed us to get accurate project cost estimates for this grant submission. The design goal was to dramatically improve the overall interior learning environment while meeting the District's high energy efficiency standards for new equipment. This is addressed through a variety of system designs.

MHS Quad Area and Band Room:

New Hydronic Unit Ventilators with adequate outside air ventilation delivery, new controls and filtration in the 1961 quad area will be supported by our previously updated boiler system. The Band Room design includes a variable refrigerant flow (VRF) system with, with an Energy Recovery Ventilator (ERV) to supply consistent tempered fresh air for the code required, outside air ventilation rate. The 1965 section will be retrofit with 95% efficient forced air furnaces with A/C coils and condensing units that will vastly improve classroom comfort and indoor air quality.

MHS Girl's Locker Room and Climbing Gym:

Based on design load calculations and to provide better system distribution and proper heating/cooling capacity the new RTU that recently replaced the defunct 1974 H&V unit serving the gym area will be moved to service the Girl's Locker Room thus providing heating and cooling with better air quality. The gym area will require a slightly larger system with a new packaged, heating/cooling, high efficiency rooftop unit that will provide adequate outside air for ventilation and cooling for better thermal comfort. The units will also tie to the district's BAS for improved performance and monitoring capabilities. A new electrical panel fed from the existing switch gear will be supplied to accommodate the power requirements for not only these units, but the Band Room system discussed above.

MHS Administration and Classroom Addition:

The existing 1992 RTUs will be replaced with new higher efficiency, heating/cooling rooftop units with variable speed compressors. The units will also tie to the district's BAS for improved performance and monitoring capabilities. These new units will be moved from their current locations allowing redesign of the supply and return ducting. This will improve performance and allow us to enclose the ducting in a waterproof structure fully mitigating the health hazards associated with the local pigeons.

Centennial Middle School North Building:

The proposed design solution is to convert the existing constant volume system to a variable air volume (VAV) system. This will include new VAV terminal units with heating coils; a new, small, high efficiency boiler plant; hydronic piping; and new DDC controls that will connect to the district's existing BAS for system monitoring. Each zone will then have its own thermostat for comfort control based on space load. The rooftop units will be converted to allow variable air flow delivery to achieve a decrease in energy usage compared to the current constant volume air delivery.

How Urgent is this Project?

This HVAC system upgrade is an absolute priority to improve the educational environment at these locations. A complete failure of the systems at MHS is imminent. Any one system failure would create a dire situation, with the potential to make

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portions of the building unusable, displacing kids and disrupting educational operations.

The current system at Centennial will allow for several years of continued service, however, the constant volume system is relatively inefficient causing undue increased utility costs in the building. Also, the thermal comfort in the building is untenable as many of the areas served by a single RTU are disparate uses and thus the current air delivery does not allow for any given space to be comfortable at any given time.

Our Master Plan's updated Facilities and Campus Repairs Report has the replacements at Montrose High School and the Centennial Middle School as a number one priority needing to be completed within one to two years.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Montrose County School District believes in a strong preventative maintenance program. This commitment is evident in the fact that many of the original building systems still function even though they are aged well beyond their life expectancy. We implement scheduled maintenance and warranty inspections for all capital construction repairs or replacement projects soon after project completion. Training of maintenance and custodial personnel on new components and systems are incorporated into the contract documents. Training sessions take place at various stages during project construction, this helps ensure a successful maintenance/care program, allowing us to get the best performance and longevity out of the entire project. The District budgets for maintenance and repairs in two different funds. Maintenance Discretionary Budget which is funded from the General Fund, and the Capital Reserve Fund allocation of \$750,000. The District is prepared to continue to budget the Capital Reserve allocation of \$750,000 as well as the same operating costs historically budgeted in the General Fund for maintenance of facilities.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The school facilities submitted in this grant for HVAC repairs and improvements were all constructed as schools within the Montrose County School District at the various times of construction, the materials and methods were consistent with best practices and compliant with the governing codes.

Montrose High School:

Montrose High School is located at 600 South Selig Avenue in Montrose and was constructed by the school district in 1941. It was built as a high school and remains as one of the district's two high schools, serving students from Centennial and Columbine Middle Schools.

Centennial Middle School:

Centennial Middle School is located at 1100 South 5th Street in Montrose and was construction by the school district in 1974. Part of the current campus was built out as an elementary school and part of it was built as a junior high school. Later the two buildings were combined into one campus as a middle school and a new Johnson Elementary School was built at a new location for the elementary students on the east side of Montrose. The school serves the northeast area of the community as one of three middle schools in the district.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Montrose High School:

Montrose High School has had several additions with other buildings added to the campus to compliment educational

BEST FY2020-21 GRANT APPLICATION SUMMARIES

programs and athletics. These occurred in the years 1961, 1965, 1974, 1980, 1992, 1998, 1999, 2000 and 2003. Recent capital improvements have been: 2013 through 2015 – Energy Efficiency upgrades, HVAC, Boiler’s and Lighting (Cap Reserve and ESCO Loan). Wood Shop Electrical Upgrade (Cap Reserve and BEST Grant). Campus wide ADA access improvements in 2015, 2016, and 2017 (Cap Reserve). 2016 – Roof replacements for the Library, Wood Shop/ROTC building, Kitchen/Cafeteria, Auxiliary gym and Art Building with HVAC replacement at Art Building (Cap Reserve). 2017 – Irrigation pump replacement (Cap Reserve). 2018 – Resurface all-weather track. (Cap Reserve). 2019 – Replaced carpet and rubber mats. The ceiling tiles and grid were replaced in the girl’s locker room. The Lloyd McMillan Gym floor was sanded down and painted. Cafeteria floor was replaced with Epoxy. (BEST Grant and District Funds) Asbestos Abatement Project (BEST Grant and Cap Reserve), Fence Upgrades (Security Grant)

Centennial Middle School:

Centennial Middle School had substantial upgrade in 2005, with renovation of the north building and industrial arts and roof replacement (2002 Bond). 2011-HVAC upgrades (Cap Reserve and BEST Grant funds). 2017- Main entrance security vestibule (Cap Reserve) 2017-Playground improvement project (Colorado Health Foundation Grant). 2018 – Some Door and Hardware replacement (Cap Reserve). 2018 – Cafeteria floor abatement (Cap Reserve and BEST Funds). 2018 – ADA improvements and Fencing upgrades (Rural Funding). 2019 – Kitchen and Gym Abatement and Renovation, Gym floor, bleachers, cafeteria floor replaced with Epoxy. (Best Funds and District Funds)

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

None other than district funds for maintenance and capital improvement projects.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The capital outlay budget is a district wide number, based on the priorities of our master plan for the fiscal year and ongoing revenue for the capital reserve and general fund. Current fiscal year budget for ongoing revenue is \$1,380,000 or \$230.04 per FTE. There are additional one time funds available through grant and district committed funds in the building fund.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Montrose High School: electricity, natural gas, water, sewer and trash \$204,144.63

Centennial Middle School: electricity, natural gas, water, sewer and trash \$120,916.06

The annual cost for internet and telecommunications for the entire district is \$52,439.04.

Utility cost savings will be realized through energy efficient equipment and new operating systems. The exact amount is unknown at this time.

Current Grant Request:	\$574,309.51	CDE Minimum Match %:	59
Current Applicant Match:	\$826,445.39	Actual Match % Provided:	59
Current Project Request:	\$1,400,754.90	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Fund 43 Capital Reserve Fund and Fund 41 Building Fund.
Total of All Phases:	\$1,400,754.90	Escalation %:	5
Affected Sq Ft:	18,600	Construction Contingency %:	0
Affected Pupils:	1,964	Owner Contingency %:	9

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Cost Per Sq Ft:	\$75.31	Historical Register?	No
Soft Costs Per Sq Ft:	\$6.77	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$68.54	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$713	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	144	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	5,721	Bonded Debt Approved:	\$21,270,000
Assessed Valuation:	\$582,004,449	Year(s) Bond Approved:	16
PPAV:	\$101,731	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$9,104,368	Year(s) Bond Failed:	
Median Household Income:	\$48,726	Outstanding Bonded Debt:	\$23,955,000
Free Reduced Lunch %:	54.5	Total Bond Capacity:	\$116,400,890
Existing Bond Mill Levy:	3.949	Bond Capacity Remaining:	\$92,445,890
3yr Avg OMFAC/Pupil:	\$3,591.26		



February 18, 2020

Phillip Bailey
Director of Property Services
Montrose School District
930 Colorado Avenue
Montrose, CO 81402

Re: BEST Grant Assessment and Deficiencies

Dear Phil:

This letter is to confirm and verify that the system condition assessments and deficiencies noted in your BEST grant application are applicable and needing the noted solutions as outlined therein. The assessments and deficiencies have been noted for some time through engineering field observations, maintenance records and equipment failures. The design solutions were developed in coordination with current building codes, acceptable engineering practices and school district budgeting. The design for the replacement and relocation of the seven, rooftop units in the 1992 Classroom and Administration area is currently being designed and drawings will be forthcoming showing new high efficiency units in relocated locations.

Let me know if you need any additional information on this subject.

Sincerely,

Shawn Brill

Shawn Brill



● **Facilities Impacted by this Grant Application** ●

STRASBURG 31J - HS & ES Building System/Safety Renovations - Strasburg ES - 1972

District:	Auditor - Strasburg 31J
School Name:	Strasburg ES
Address:	56729 EAST COLORADO AVENUE
City:	STRASBURG
Gross Area (SF):	53,195
Number of Buildings:	1
Replacement Value:	\$13,249,283
Condition Budget:	\$4,898,210
Total FCI:	0.37
Adequacy Index:	0.22



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,796,843	\$1,302,343	0.47
Equipment and Furnishings	\$508,387	\$0	0.00
Exterior Enclosure	\$1,775,977	\$734,317	0.41
Fire Protection	\$13,007	\$575,634	44.26
HVAC System	\$1,974,490	\$724,319	0.37
Interior Construction and Conveyance	\$1,970,615	\$1,259,719	0.64
Plumbing System	\$899,970	\$295,801	0.33
Site	\$1,566,790	\$568,774	0.36
Structure	\$1,743,205	\$0	0.00
Overall - Total	\$13,249,283	\$5,460,907	0.41

STRASBURG 31J - HS & ES Building System/Safety Renovations - Strasburg HS - 1948

District:	Auditor - Strasburg 31J
School Name:	Strasburg HS
Address:	56729 EAST COLORADO AVENUE
City:	STRASBURG
Gross Area (SF):	74,985
Number of Buildings:	1
Replacement Value:	\$18,264,608
Condition Budget:	\$7,594,939
Total FCI:	0.42
Adequacy Index:	0.15



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,930,066	\$1,870,408	0.64
Equipment and Furnishings	\$173,058	\$0	0.00
Exterior Enclosure	\$2,547,190	\$409,893	0.16
Fire Protection	\$3,749	\$605,488	161.52
Furnishings	\$868,316	\$361,798	0.42
HVAC System	\$2,293,811	\$1,537,982	0.67
Interior Construction and Conveyance	\$3,289,564	\$2,423,491	0.74
Plumbing System	\$1,109,659	\$850,143	0.77
Site	\$2,901,092	\$99,848	0.03
Structure	\$2,148,103	\$41,372	0.02
Overall - Total	\$18,264,608	\$8,200,423	0.45

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: STRASBURG 31J

County: Adams

Project Title: HS & ES Building System/Safety Renovations

Applicant Previous BEST Grant(s): 6

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

If Yes, please explain why:

Project Type:

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

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

Strasburg School District 31J is a rural district located East of Aurora on I-70. The District has historically been a farming community. In recent years, economic conditions have changed and many land owners sold property to residential developers.

The majority of the community work in the metro area making Strasburg more of a bedroom community. Over the past 10 years the residential growth in Strasburg has been above the state average with people leaving the metro area to find more affordable housing – 200 new housing units have been added to the town since 2010.

DISTRICT DEMOGRAPHICS:

- The district population increased in conjunction with the rise in population in the town of Strasburg.

- The influx of new families moving to Strasburg over the past 10 years has significantly changed the demographic makeup of the school District.

The population of student needing English Language Learning (ELL) services has more than doubled. In 2011-2012 the district served 38 students in grade PK – 12; currently we have 99 students identified for these services.

There has been an increase in the number of students with special needs district wide. In 2011 SSD served 178 students requiring additional medical, emotional or cognitive support. In 2020 that number has grown to 200.

SSD serves as the host for the severe needs program for Strasburg, Bennett, Byers, Deer Trail, and Kowa school Districts. As a result, an additional 40 high needs students receive services through our District. These students utilize all of our elective classrooms, as well as the general education classrooms. It is a privilege to provide this service for surrounding school Districts, but providing optimal services for students who need extra assistance is difficult when space is limited.

AFFECTED FACILITY:

- ELEMENTARY SCHOOL: The Elementary School building has experienced the greatest burden of growth in the District. The current ES has a capacity of 474 students (based on 2 independent surveys).

- Currently, the ES has 510 students with projected growth over the next 6 years to 649.

- There are currently limited closed classrooms to provide special services including: speech, OT and PT. Providers are forced to provide these services in hallways or classrooms without permanent walls.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The students are also currently affected by outdated mechanical systems and outdated fire alarm systems.

HIGH SCHOOL:

The high school student population 331 and the building has adequate capacity for the foreseeable future. The school is focused on the following educational goals:

- Addressing the needs of a quickly expanding ELL population.
- Closing the achievement gap for students with an IEP.
- Meeting the emotional and mental health needs of our students by adding an adaptive behavior classroom and expanding our mental health services.

Deficiencies Associated with this Project:

The following is a summary list of our existing conditions at SSD. All deficiencies affect health, technology deficiencies, safety, accessibility and/or functionality of our students, staff and families.

STRASBURG ELEMENTARY SCHOOL

UNSECURE POD AREA: The pod area in the building is retro-fitted with temporary walls open to circulation and compromise the learning environment. The unsecure pod does not provide any opportunity for students and staff to shelter in place or secure students in lock down drills. Students are either moved into adjacent classrooms or exit the building.

FIRE SAFETY: This building is not equipped with an automatic sprinkler system and the open pod has no rated corridors or meet fire exit requirements.

The existing fire alarm system should be replaced with a new fire alarm system with voice evacuation capabilities to bring the system up to minimum code requirements.

Fire alarm notification devices need to be added in classrooms, restrooms, conference rooms, and any other area required by present code.

Additional devices are required in the existing corridors for minimum code compliance.

OUTDATED HVAC:

Elementary Air Handling Systems

The general classrooms in the 1972 Building are served by two multi-zone rooftop units (RTUs). The 40-Ton York rooftop units were replaced during the 2002 renovation and operate as constant-volume systems. To our understanding duct reheat coils are not present. The original ductwork will be removed and replaced. www.catorruma.com

The multi-zone RTUs, air devices, and ductwork have exceeded their median life expectancies and should be replaced. Multi-zone systems are considered outdated and do not provide temperature controls which respond to individual space needs. Constant-volume systems are also very inefficient as compared to variable-volume systems.

Recommend replacing the existing multi-zone system with a variable air volume (VAV) system which includes VAV terminal boxes equipped with hydronic reheat. Replacement rooftop units shall be equipped with DX cooling and gas-fired heating. New medium-pressure ductwork shall be provided between the RTU and VAV box and low- pressure ductwork shall be provided downstream of the VAV boxes.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The Library and Computer Classroom are each served by single-zone RTUs. Both units were installed in 2002 and operate as constant-volume systems. The ductwork serving the Library is original to the building, but the Computer Lab distribution was installed in 2002.

The single-zone RTUs have exceeded their median life expectancies and should be replaced.

Recommend replacing the existing single-zone system with a variable air volume system. The Library and Computer Classroom could be combined with the general classroom VAV RTU and provided with terminal VAV boxes or provided with their own single-zone RTU which has the ability to vary both supply temperature and air volume.

Recommend replacing the Library duct distribution since it is over 50 years old, located above the ceiling, and is not expected to be sealed.

The 1990 Classroom Addition is served by fan coil units (FCUs) in the ceiling space above each classroom with condensing units or heat pumps on the roof.

The current system is 10 years beyond the median life expectancy and likely causes nuisance noise for the learning environment. Fan coil units with split condensing units also increase maintenance needs as compared to a centralized RTU.

Recommend replacing all fan coil units and roof equipment with a single VAV RTU. VAV terminal boxes equipped with hydronic reheat shall be provided for each classroom. New medium-pressure ductwork shall be provided between the RTU and VAV box and low- pressure ductwork shall be provided downstream of the VAV boxes. Rooftops shall be equipped with DX cooling and gas-fired heating.

The 2002 Classroom Addition, Cafeteria, Music Classroom, and Admin Suite are served by a constant-volume DX RTUs with hydronic duct heating coils serving each classroom or office zone. The system consists of low- pressure duct distribution throughout.

The RTUs have exceeded their median life expectancy and shall be replaced.

Recommend replacing the constant volume units with VAV RTUs which provided better control and efficiency than the existing system. The existing hydronic duct coils shall be replaced with terminal VAV boxes equipped with hydronic reheat.

The low-pressure duct distribution from the RTU to the heating coils shall be replaced with medium pressure ductwork. Ductwork downstream of the VAV box may remain.

5) In order to accommodate terminal, reheat coils within the 1990 Addition, it is recommended that the heating water system is extended and total capacity increased. The 2002 as-built drawings indicate a third "future" boiler was anticipated.

Recommend providing a 1200 MBH boiler to increase the plant to a total combined capacity of 3860 MBH. Heating water distribution shall be provided throughout 1990 Addition. It is anticipated the existing piping system distribution mains may need to be increased in size to accommodate the added capacity.

STRASBURG HIGH SCHOOL

SAFETY AND SECURITY:

EMERGENCY SYSTEM FAILURES: Communication within of the HS facility is not functional in the event of a power outage. Recently, a car hit a power pole in the area and the HS was completely cut-off from communication within the building.

FIRE ALARM: The existing fire alarm system should be replaced with a new fire alarm system with voice evacuation capabilities

BEST FY2020-21 GRANT APPLICATION SUMMARIES

to bring the system up to minimum code requirements. Fire alarm notification devices need to be added in classrooms, restrooms, corridors, and other areas required by present code.

ACCESS CONTROL:

The High School does not have a Card Access system. There is an interlock vestibule at the front door that is controlled from the inside allowing administrative assistants to see entrants prior to pressing a button and “buzzing” them in. This system was installed in 2003 and should be replaced to the level

of card access. . Three additional locations will be added to the building; north east entry, southeast entry will be upgraded, and northwest gymnasium updated.

OUTDATED HVAC:

High School Air Handling Systems

STALE AIR THROUGHOUT THE BUILDING: The original wing at the HS building, which is still in use, does not have economizers to introduce fresh air into the building.

The East Classroom Wing is currently equipped with a ventilation unit which was reported to be non-operational. The classrooms are also served by dedicated 2.5 Ton Rooftop Units (RTUs) which were installed in 2002. www.catorruma.com

The individual RTUs have exceeded the median expected life and increase maintenance costs due to the number of units. Larger centralized units offer better efficiency, less maintenance, and better overall control.

Recommend demolishing the individual classroom RTUs and provide a new variable air volume (VAV) system which includes VAV terminal

boxes equipped with hydronic reheat. Replacement rooftop units shall be equipped with DX cooling and gas-fired heating. New medium- pressure ductwork shall be provided between the RTU and VAV box and low-pressure ductwork shall be provided downstream of the VAV boxes.

The Auxiliary Gym and Stage is served by an outdoor make-up air unit which provides heating and ventilating. The unit is original to the 1950 addition and has exceeded its median expected life. Air is distributed from the West wall of the Gym only and does not extend into the space.

Recommend replacing the existing air handler with a DX RTU with gas-fired heating. The new RTU shall be provided as variable volume, variable temperature system. Variable volume systems are much more energy efficient than constant volume systems. Demand controlled ventilation shall be included as an energy-saving control method to tailor the ventilation airflow rate to the number of occupants.

Low-pressure ductwork shall be extended throughout the gym for uniform heating and cooling.

Recommend a dedicated unit for this space if it is often enclosed and used as a classroom or has high-density theatrical lighting.

The Main Gym is currently served by two constant volume rooftop units which provide heating and ventilating. The units were replaced as part of the 2002 renovation.

Recommend replacing the existing rooftop units with variable air volume and variable temperature DX RTUs. Variable volume systems are much more energy efficient than constant volume systems.

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Demand controlled ventilation shall be included as an energy-saving control method to tailor the ventilation airflow rate to the number of occupants.

The existing duct distribution is original to the Gymnasium construction and has exceeded its life expectancy. However, since it is part of a low-pressure system and is located only within the space it serves, it does not necessarily need to be replaced. If there are concerns with noise, internal duct lining could be added to help with sound mitigation.

It was reported the locker rooms adjacent to the Main Gym do not have adequate heating. Recommend providing auxiliary heating throughout locker rooms. www.catorruma.com

The 1976 Building is currently served by two multi-zone rooftop units. The 40-Ton York rooftop units were replaced during the 2002 renovation and operate as constant-volume systems. To our understanding duct reheat coils are not present. The ductwork is original to this portion of the building.

The multi-zone RTUs, air devices, and ductwork have exceeded their median life expectancies and should be replaced. Multi-zone systems are considered outdated and do not provide temperature controls which respond to individual space needs. Constant-volume systems are also very inefficient as compared to variable-volume systems.

Recommend replacing the existing multi-zone system with a variable air volume (VAV) system which includes VAV terminal boxes equipped with hydronic reheat. Replacement rooftop units shall be equipped with DX cooling and gas-fired heating. New medium-pressure ductwork shall be provided between the RTU and VAV box and low-pressure ductwork shall be provided downstream of the VAV boxes.

Recommend providing a dedicated RTU for the Administrative Suite since the schedule of this area is typically different than the rest of the school.

The 2002 Addition HVAC system consists of 2.5 Ton RTUs dedicated to each individual classroom.

The individual RTUs have exceeded the median expected life and increase maintenance costs. Larger centralized units offer better efficiency, less maintenance, and better overall control.

Recommend demolishing the individual RTUs and providing a new variable air volume (VAV) system which includes VAV terminal boxes equipped with hydronic reheat. Replacement rooftop units shall be equipped with DX cooling and gas-fired heating. New medium-pressure ductwork shall be provided between the RTU and VAV box and low-pressure ductwork shall be provided downstream of the VAV boxes.

Heating Water System

The existing heating water system is limited to the locker room area between the Gymnasiums and documentation of this system is limited. It was reported the boilers are typically shut down and not used. It is anticipated the HW supply and return piping does not extend to the classroom wings.

The existing boilers have exceeded their expected life and are not of adequate capacity to serve the entire school.

Recommend demolishing the existing HVAC heating water system and replacing the boilers with high-efficiency condensing boilers.

The heating water distribution piping shall be replaced and extended to serve all areas of the high school.

Proposed Solution to Address the Deficiencies Stated Above:

In order to address critical health and safety, the SSD community is pursuing a BEST grant to address critical fire alarm, mechanical system, and open classroom safety and security concerns. update the Significant effort has gone into identifying the campus-wide deficiencies at SSD and developing a comprehensive solution which not only addresses these deficiencies

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but also serves the school community for generations.

RTA Architects completed a district wide facility assessment which identified the

- Safety and security of all students and staff
- Life safety and code violations
- Immediate and anticipated maintenance and repairs needed for each building
- Efficiency of the buildings: energy, LED lights, etc.

The following is a summary list of the solutions to the existing conditions at FSD. The solution addresses deficiencies that affect health, technology deficiencies, and safety.

ELEMENTARY IMPROVEMENTS: The improvements focus on fire alarm system updates, addressing critical safety issue with open classroom configuration and compliance with fire exiting requirements, and replacement of out of date and inefficient mechanical systems.

FIRE SAFETY IMPROVEMENTS: The existing open classroom condition will be renovated to create fire rated corridors to address fire exiting and security for shelter in place. The existing fire alarm system should be replaced with a new fire alarm system with voice evacuation capabilities to bring the system up to minimum code requirements.

Fire alarm notification devices will be added in classrooms, restrooms, corridors, and any other area required by present code.

HVAC IMPROVEMENTS: An updated HVAC system will address the numerous, critical HVAC concerns that affect the elementary school.

In the 1972 portion of the building replace the existing multi-zone system with a variable air volume (VAV) system which includes VAV terminal boxes equipped with hydronic reheat. Replacement rooftop units shall be equipped with DX cooling and gas-fired heating. New medium-pressure ductwork shall be provided between the RTU and VAV box and low- pressure ductwork shall be provided downstream of the VAV boxes.

Replace the existing single-zone library system with a variable air volume system. The Library and Computer Classroom could be combined with the general classroom VAV RTU and provided with terminal VAV boxes or provided with their own single-zone RTU which has the ability to vary both supply temperature and air volume. Replace the Library duct distribution.

Replace the 1990 classroom fan coil units and roof equipment with a single VAV RTU. VAV terminal boxes equipped with hydronic reheat shall be provided for each classroom. New medium-pressure ductwork shall be provided between the RTU and VAV box and low- pressure ductwork shall be provided downstream of the VAV boxes. Rooftops shall be equipped with DX cooling and gas-fired heating.

Replace the 1200 MBH boiler to increase the plant to a total combined capacity of 3860 MBH. Heating water distribution throughout 1990 Addition.

Replace the 2002 Classroom addition, Cafeteria, and Music Room constant volume units with VAV RTUs which provided better control and efficiency than the existing system. The existing hydronic duct coils shall be replaced with terminal VAV boxes equipped with hydronic reheat.

Replace the low-pressure duct distribution from the RTU to the heating coils with medium pressure ductwork. Ductwork downstream of the VAV box may remain.

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RELATED ENERGY EFFICIENCY WORK: Due to the extensive work above ceilings to install mechanical systems, ceilings will be selective replaced and LED lighting will be installed in classroom spaces.

HIGH SCHOOL IMPROVEMENTS: The improvements focus on fire alarm system updates, addressing critical safety issue with out of date fire alarm systems and inefficient mechanical systems.

FIRE SAFETY IMPROVEMENTS: The existing fire alarm system will be replaced with a new fire alarm system with voice evacuation capabilities to bring the system up to minimum code requirements. Critical fire alarm notification devices will be added in the classrooms, corridors, restrooms, administration areas, and any other area required by current code.

BUILDING ACCESS: Upgrade existing main entry access control card reader system and expand to four locations to address heavily used access points. Those access points include main entry, main access to lunch room in elementary school, and main access to fields from gymnasium.

HVAC IMPROVEMENTS:

In the east classroom wing the individual classroom RTUs will be removed and replaced with a variable air volume (VAV) system which includes VAV terminal boxes equipped with hydronic reheat. The rooftops shall be equipped with DX cooling and gas fired heating. Duct work will be replaced with medium pressure ductwork.

In the Auxiliary Gym and Stage replace the existing air handler with a DX RTU with gas-fired heating. The RTU will provide variable volume and variable temperature system. Demand controlled ventilation shall be included as an energy-saving control method to tailor the ventilation airflow rate to the number of occupants.

In the main gym replace the existing rooftop units with DX RTUs with variable air volume, variable temperature. This unit will also install adequate heating and ventilation for the existing locker rooms.

Replace the 1976 building existing multi-zone system with a variable air volume (VAV) system which includes VAV terminal boxes equipped with hydronic reheat. Replacement rooftop units shall be equipped with DX cooling and gas-fired heating. New medium-pressure ductwork shall be provided between the RTU and VAV box and low- pressure ductwork shall be provided downstream of the VAV boxes.

Replace the 2002 addition individual RTUs which are at serviceable life and providing a new variable air volume (VAV) system which includes VAV terminal boxes equipped with hydronic reheat. Replacement rooftop units shall be equipped with DX cooling and gas-fired heating. New medium- pressure ductwork shall be provided between the RTU and VAV box and low-pressure ductwork shall be provided downstream of the VAV boxes.

Replace the existing heating water system high-efficiency condensing boilers to complete the HVAC system upgrades.

How Urgent is this Project?

We have worked diligently over the years to maintain the District's facilities; however, the District is faced with system wide out of date and at the end of their serviceable life systems. The district currently spends an inordinate amount of time and funds maintaining the mechanical systems at the elementary and high schools.

The existing fire alarm systems are past their useful life and does not provide code required fire alarm coverage. The fire alarm system should be updated as soon as possible to reduce the potential for incident in the elementary and high school. If the District does not receive a grant the district will operate with the knowledge the existing fire alarm system may not be reliable and additional training and operating procedures will be put in place until the district can fund replacement of the fire alarm systems.

Our students, staff and teachers have adapted to the normalcy of their learning environments being disrupted but we do not want to force this reality on them any longer. If we do not receive a BEST Grant the outdated HVAC will continue to consistently disrupt the daily learning environment and additional funds will need to be diverted from educational purposes to

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maintain the existing systems. Furthermore, as we have seen in parts of the building where we have struggled to maintain operational mechanical system, we will be faced with constant temperature challenges, limited fresh air, and consistent musty conditions based on lack of operations systems which will affect all teachers and students on a daily basis.

Whichever path SSD finds itself on we will continue to support our students and maintain our deep sense of district pride, but hope that we can finally provide our students with a safe and healthy learning environment through the BEST program.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Our budget is set up to adequately address the normal maintenance and repair of the requested capital improvements. The District has allocated 9% of the total general operating budget to operations and maintenance. Additionally, the district has a building fund (41) with a fund balance to use in case of an emergency.

The District has a designated Director of O/M with over 25 years of experience in educational facilities. He has developed a concise maintenance plan that includes the maximum life of equipment and is in alignment with industry best practices. Although replacement costs may vary over years depending on economic factors, the District recognizes the need to ensure that funds stay available for that purpose.

The Director maintains operation manuals for each system, component along with scheduled maintenance.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All facilities on the Strasburg School District campus were constructed with the express purpose of public education. Below are the construction dates of each school facility:

- Strasburg High School: 1948 original building, 1952 addition, 1972 addition, 2002 addition
- Strasburg Elementary School: 1972; Addition: 1990; Addition 2002
- Hemphill Middle School: 2007

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

DISTRICT FACILITY HISTORY

The Strasburg School District serves the town of Strasburg in Adams County. The first school was erected in 1886 in the form of a one room cabin. The town of Strasburg was established in 1907 and as the town grew a larger schoolhouse was built in 1917. The current high school was constructed in 1976 as part of the Colorado's centennial celebration. Since then the district has grown to include three schools and over 1,000 students. Enrollment has steadily increased and is projected to continue this growth trend as the town continues to expand with more housing units being constructed.

The following is a list of capital improvements made to campus facilities over the years. As you will see, there have been no capital projects undertaken in the last three years.

ELEMENTARY SCHOOL

1990: The last time major capital improvement on the Elementary School: Eleven classrooms were added

2002: 9 classroom and a cafeteria were added; old cafeteria was renovated into a library.

There has been no additional capital improvement on the Elementary School since 2002.

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HIGH SCHOOL

1950 and 1955: Construction of the High School: 7 classrooms and a gym.

1972: Connection of gymnasium to original classrooms; addition of 4 classrooms and locker rooms.

1976: Construction of main gym and 2 additional locker rooms; addition of 8 classrooms.

2002: Addition of 6 classrooms; renovation to create a library.

There have been no additional capital improvements on the High School since 2002.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District will utilize ERATE, partner with the local Parks and Recreation District for possible GOCO and DOLA funds. Additionally, the District will utilize building funds received from cash in lieu of land payments from developers. All of this has been calculated into the final BEST application as a net request to BEST.

The District will put a bond question forward to the voters in 2020 with an expectation that if awarded a BEST grant the total bond would be reduced.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The budget for operations and maintenance is 9% of the total operating budget and \$900.00 per FTE. The District has a reserve with Adams County (cash in lieu of land) for growth impact of approximately \$200,000.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

District wide Based on the increase ventilation requirements provided by the new mechanical systems we are not anticipating significant utility savings, instead we are anticipating a significant improvement in air quality, fresh air, and space temperatures.

Current Grant Request:	\$3,699,808.71	CDE Minimum Match %:	63
Current Applicant Match:	\$6,299,674.29	Actual Match % Provided:	63
Current Project Request:	\$9,999,483.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2020 Bond Election	
Total of All Phases:	\$9,999,483.00	Escalation %:	6
Affected Sq Ft:	128,896	Construction Contingency %:	5
Affected Pupils:	817	Owner Contingency %:	5
Cost Per Sq Ft:	\$77.58	Historical Register?	No
Soft Costs Per Sq Ft:	\$8.60	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$68.98	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$12,239	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	158	Who owns the Facility?	District

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If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	1,012	Bonded Debt Approved:	
Assessed Valuation:	\$125,418,109	Year(s) Bond Approved:	
PPAV:	\$123,931	Bonded Debt Failed:	\$25,000,000
Unreserved Gen Fund 18-19:	\$3,267,626	Year(s) Bond Failed:	19
Median Household Income:	\$82,687	Outstanding Bonded Debt:	\$5,930,000
Free Reduced Lunch %:	27.1	Total Bond Capacity:	\$25,083,622
Existing Bond Mill Levy:	8.252	Bond Capacity Remaining:	\$19,153,622
3yr Avg OMFAC/Pupil:	\$1,410.24		

● **Facilities Impacted by this Grant Application** ●

BYERS 32J - PK-12 HVAC/Air Quality - Byers ES Jr/Sr HS - 1951

District:	Auditor - Byers 32J
School Name:	Byers ES/ Jr/Sr HS
Address:	444 EAST FRONT STREET
City:	Byers
Gross Area (SF):	115,260
Number of Buildings:	2
Replacement Value:	\$27,295,191
Condition Budget:	\$11,412,648
Total FCI:	0.42
Adequacy Index:	0.23



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,850,274	\$2,383,414	0.41
Equipment and Furnishings	\$269,470	\$312,605	1.16
Exterior Enclosure	\$4,821,217	\$473,749	0.10
Fire Protection	\$16,110	\$758,874	47.11
Furnishings	\$893,537	\$382,575	0.43
HVAC System	\$2,446,957	\$1,140,728	0.47
Interior Construction and Conveyance	\$4,137,202	\$2,597,791	0.63
Plumbing System	\$1,599,274	\$893,425	0.56
Site	\$3,458,652	\$3,215,426	0.93
Structure	\$3,802,498	\$0	0.00
Overall - Total	\$27,295,191	\$12,158,587	0.45

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Applicant Name: BYERS 32J

County: Arapahoe

Project Title: PK-12 HVAC/Air Quality

Applicant Previous BEST Grant(s): 4

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

If Yes, please explain why:

Project Type:

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

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

Byers School District is located 45 miles east of downtown Denver, Colorado on the I-70 corridor. The Byers School District serves a population of 550 students ranging from Pre-K through 12th grade on one contiguous K12 campus that includes PreK, Elementary School,

Middle School and High School classroom wings. The school district covers 500 square miles and has a

fleet of buses that provides transportation for students. The district maintains a standard five day school week.

The community uses district facilities for various events and activities in the evening and on weekends throughout the year.

Academics & Educational Programming

The district serves a population of 550 students, 50% 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.

Affected Facilities

The scope of the proposed project is for significant upgrades to improve and modernize areas from the 1970s construction eras that were not completed in the previous upgrade projects described earlier. District personnel has done a good job maintaining these areas to the best of their ability, but aging equipment and building components and lack of availability for replacement parts limit the ability for staff to be able to responsibly maintain these nearly 50 year old areas of the facility as building materials and equipment degrade further creating increasing concern for district decision-makers and staff. With the economic downturn, and a negative factor of approximately \$408,000 (for the 2017/2018 fiscal year) the Byers School District has endured while putting forth significant effort to continue to responsibly prioritize safety, health, and building maintenance needs while continuing to provide quality education for our students. Annual audits are completed by the Arapahoe County Sheriff's department around safety and welfare, providing guidance for future 1-3 year planning activities.

Conclusion

The district's greatest asset is its people, a tightly knit, hard-working community known for its friendly and caring atmosphere. A mix of fourth-generation ranchers, longtime locals, and new residents, Byers is filled with both citizens and students, all of

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whom have a strong sense of community pride and tradition. It is the district's hope that a BEST grant would give the district the ability to continue to ensure a safe environment for our students, staff and community members with the goal of continuous improvement towards a high-quality education and satisfying, healthy experience for students and community members for the long-term future.

Deficiencies Associated with this Project:

Deficiencies associated with this project:

A targeted building analysis/audit and district-wide facility maintenance plan was completed in 2014 analyzing HVAC, electrical, plumbing, building envelope, building construction/materials, program and function. This audit emphasized building health, safety, and included an assessment of all major building systems and infrastructure to identify deficiencies and prioritize improvements relative to various quantitative and qualitative needs.

The district-wide audit and facilities planning effort identified numerous deficiencies related to health, safety, accessibility, functional use, and ineffective/failing building systems that are critical for occupant health, safety, and supporting educational programs. The district has used this analysis for a systematic approach toward prioritizing the needs for the immediate future.

The areas targeted for improvements for this project include the 1972 Elementary wing and the 2001 Elementary and High School additions.

ENVELOPE

Each of the 12 elementary classrooms in the 1972 wing have exterior door assemblies with side lights and transoms that are original to the building. These assemblies have caused major health and safety issues in the recent years due to corrosion and warping issues that have caused gaps at the thresholds and door jambs, leading to moisture penetration into the building. This moisture seeps into adjacent carpet and drywall causing bad odors and mold growth inside these classrooms. Maintenance staff have tried to solve the problems by installing door sweeps and other sealants, but the doors, mullions, and jambs have deteriorated to the point that they are beyond repair.

Additionally, due to the gaps and warping of the doors, many locks no longer latch, leading to a significant security problem.

Adding to the issues on the north side of the building is a poorly sloped sidewalk that does not carry precipitation away from the building perimeter. The sidewalk has settled over time to slope toward the building and needs to be removed, re-graded, and re-poured in order to alleviate the moisture issues.

HVAC & CONTROLS

With the 2001 Elementary and High School additions, the HVAC systems on the 1972 wing were replaced at the same time. The 23 rooftop units in these areas are nearly 20 years old now, and are past their useful life of 15 years. The units have become a burden on maintenance staff, and several units have failed in the last few years.

In addition to recently increased maintenance expenditures and labor, the systems were value engineered at the time of their installation to reduce initial capital costs. This decision resulted in the combination of two or three classrooms being heated and cooled by the same unit. This causes thermal comfort issues due to differing occupancy schedules.

In some instances, rooms with differing exposures (north vs. south, exterior vs interior) were combined on a single unit, or in some cases one room is served by multiple units. This causes extreme swings in temperature for these rooms that are not conducive to a healthy learning environment.

Due to issues with maintaining comfort, maintenance staff have closed off and disabled the use of outside air intakes in these old RTUs. This leads to an unhealthy classroom environment where carbon dioxide and odors build up with no fresh air ventilation being introduced.

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Carbon dioxide sensors were placed in two elementary classrooms for one week to verify the lack of ventilation. ASHRAE recommends ventilation levels designed for maximum CO2 levels around 1100 ppm at peak occupancy. However, when classrooms were occupied, data showed CO2 levels reaching over 1600 ppm daily, with several peaks over 2000 ppm, and maximums over 2400 ppm.

The administrative office areas in both the elementary and high school entrances were served by variable volume and temperature (VVT) zoning systems. These systems were promoted by manufacturers at the time to provide individual temperature control to multiple spaces in small areas. However, the misapplication of the technology in many instances, including at this school, led to worse temperature control than would have been obtained by standard constant volume systems. Interiors zones often request cooling from the central unit, which causes exterior zones to request additional heating. Because the unit can only provide heating or cooling to all zones at one time, this leads to a feedback cycle that never satisfies any zone.

These failing HVAC systems are causing a significant rise in maintenance costs and are creating unhealthy learning environments and need to be replaced.

WELDING FUME HOOD

The VoAg shop contains multiple welding booths and used frequently by students at the District. The fume extraction for these booths is non-existent and is a major source of air pollution within the shop when they are in use. A proper fume extraction system needs to be put in place to provide a safe learning environment for VoAg students.

SAFETY AND SECURITY

The district has implemented lock down/lock out procedures and training in accordance with current best practices, but they have had parents and staff express concern that the current system does not provide adequate protection or quick enough response to possible threats.

The district is in need of safety and security improvements to ensure that its staff are able to perform their core duties of educating students without worrying about possible threats.

Proposed Solution to Address the Deficiencies Stated Above:

Implementing the following measures through this BEST grant funding are designed to remedy the deficiencies mentioned above.

ENVELOPE

In order to prevent moisture penetration into the building and the unhealthy effects this causes, the exterior door assemblies in all of the 1972 elementary classrooms will be completely removed, and new assemblies will be installed. An allowance will be carried to repair areas of drywall or flooring that have been damaged by moisture penetration nearby the door assemblies.

Additionally, the poorly sloped sidewalk will be completely removed. The sub grade will be re-sloped and new concrete will be poured with appropriate slope to carry precipitation away from the building perimeter.

HVAC & CONTROLS

A 2014 project studied life cycle costs of multiple HVAC systems, and the district chose to implement packaged rooftop units that were zoned to provide independent temperature control for every classroom. This past project utilized QZAB funding to implement this solution in approximately half of the building. The current grant request will be utilized to complete a cohesive solution throughout the entire building.

All existing rooftop units not yet replaced, will be replaced. Additionally, any classrooms that did not originally have a

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dedicated HVAC unit will be provided with a unit serving only that zone. The end result will be an entire building with one to one classroom temperature control.

Each classroom will be provided with an internet connected thermostat compatible with the existing thermostat system implemented in 2014.

Electrical branch circuits will be re-used in most cases. Where required for new rooftop units, new branch circuits will be installed.

WELDING FUME HOOD

A code compliant fume extraction system will be installed, consisting of individually ducted hoods to each welding station manifolded to a central explosion-proof upblast exhaust fan mounted on the roof of the shop. Each station will be provided with individual manually operated dampers to control the flow of exhaust air.

SAFETY AND SECURITY - SAFEDEFEND

The SafeDefend system provides crisis notification across staff, administration, SROs, law enforcement and 1st responders. Instant notification to 911 is provided automatically with the touch of an authorized user. The system alerts staff, administration, SROs, law enforcement, and 1st responders through text and email communication. The system provides information down to the exact location of the crisis to reduce all responding agencies' response time and improve ability to respond to the crisis. The SafeDefend system is placed throughout the buildings and allows staff to instantly, with a one step process, notify all needing to know that a crisis event is taking place. The system coordinates notification between the school, the district, dispatch, and responding agencies. Training is provided by SafeDefend and coordinated with local law enforcement and 1st responders. All staff receive a 2-hour training on the system and best practices for crisis response. Training is coordinated with local law enforcement and 1st responders and is designed to incorporate the response protocols of our local responders. SafeDefend utilizes local responders in the training as availability permits. SafeDefend drills are run with and coordinated through all responding agencies. Drills incorporate a full notification component including 911 dispatch, text and emails to SROs, staff, and 1st responders. Coordination and drill response by local responders is a component of the system. The SafeDefend system will provide immediate crisis information, improve school response and crisis management and provide our responding agencies the information they need to address the crisis substantially quicker than is currently available.

How Urgent is this Project?

If the Byers SD is unable to adequately fund the needed improvements to the building, these major deficiencies will continue their day-to-day negative impact on the internal environment, health, safety, and overall educational experiences of our students. Some of the environmental concerns outlined as deficiencies could have significant impacts on our students, staff and community as a whole. The school district has partially completed facility and system improvements and needs to finish these additional improvements to have a fully functional, safe, healthy and comfortable school building. The continued reactive upkeep and repairs of the older systems are no longer fiscally wise for us to pursue, nor is it responsible in our role as custodian of taxpayer money.

Should this grant request is not be awarded, these older systems will continue to fail, and more funds will be expended with no benefit other than a short-term fix. These short-term fix funds will continue to deplete money from the capital budget, and the district will be in an even worse position to provide a match at a later date.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District has historically maintained its facility and equipment well, which is why most of the building systems continue to

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operate at some level well beyond their rated useful life. The District will continue this tradition of operation and maintenance. For the HVAC systems and controls, Byers is dedicated to utilizing a low-maintenance system that can be updated to extend its life beyond its rated useful life. For example, this project will include expansion of a simple EcoBee thermostat controls system that was started with the 2014 project and has proven to be effective, inexpensive, and able to be operated and maintained by District personnel.

We utilize life cycle cost analysis to determine which systems provide the overall lowest cost to the district and has selected, HVAC, and controls systems accordingly. This provides the most effective use of both B.E.S.T. and Byers' funds. The HVAC, and control systems upgrades will allow Byers School to continue using its existing school buildings for decades into the future. Byers will continue to allocate \$90-\$165 per student, per fiscal year to the district's capital renewal reserve fund per State requirements. With Byers' current enrollment, this creates a minimum allocation of \$50,000 per year. Byers will continue to look first toward using its own resources to the greatest extent possible to keep up with future capital demands at the facility.

Equally important to financial resources is Byers' continued attention to operations and maintenance (O&M). Byers has always been able to maintain its equipment so the equipment reaches – and often exceeds – the equipment's rated useful life. This dedicated O&M effort will continue to play a key role in how Byers is able to maximize the value of its facility's equipment. As part of this O&M effort, Byers allocates approximately \$146,100 per year for O&M (in current fiscal year dollars) as shown below:

- \$69,200 – electricity utilities
- \$29,900 – natural gas utilities
- \$20,000 – O&M third party labor for mechanical/electrical/plumbing (MEP), controls, other facilities support services
- \$27,000 – O&M supplies and other facilities support services

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The eras of the K12 facility were built as new construction adding to the contiguous campus at their respective time of original construction. Each addition was born from continued enrollment growth for the district as the unincorporated community of Byers has seen organic population increases due to the desire for available residential areas continue to expand further east from the Denver Metro area. The Byers K12 facility is a 109,000 square feet combination elementary, junior and senior high school. The building is one connecting facility besides an adjacent Vo-Ag building to the west. The building is primarily constructed of brick and block with various vintages of construction. Two of the four main areas being from the 1970s and the other two from the early 2000s. The eras of construction for the k12 facility are as follows:

1917/1923: The original structure was built but was torn down in 1980

1952: Old gym built

1967: Vo-Ag building constructed

1972: Elementary wing built

1979: Junior/Senior High and gym added

1989: Commons addition

2000: Elementary, high school and kitchen additions and remodel

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2007: Elementary remodel

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The Elementary Wing of the K12 facility was constructed in 1972 as the main classroom portion of the current building. In 1979, the current Junior High classroom wing and main gymnasium were built, adding significant square footage to the southern portions of the connected building. Hallways were added connecting the old gymnasium (from 1952) to the new gymnasium space. In addition, an expansive hallway connected the new classroom wing with the new gymnasium/athletic areas and also the original Elementary wing areas. This addition more than doubled the square footage of the now contiguous building. Then late 1980's brought the addition of the existing Commons area which further infilled the Elementary School addition and the gymnasium/athletic areas to the south. A major bond effort was passed in the 2000 election adding the second most new space to the facility to-date. The far eastern wing of the Elementary School was added as an anchor to that side of the building. Also, a similar addition was added to the south and southeastern portion of the K12 facility. This was for the High School/Junior high entrance and an additional classroom wing for the growing High School enrollment. Further remodeling of the original Elementary areas was conducted in 2007. Originally the building was only heated by a hot water boiler system. The 2000 bond issue and 2007 remodel began the incorporation of decentralized systems for heating and cooling the building. A further HVAC project in 2014 added cooling to the remaining areas of the building and fully decentralized the building from the hot water boiler system. Byers Schools has also successfully utilized the BEST Program in the past for a major re-roofing effort, implementing a built up roof over a majority of the building's oldest square footage in 2013.

A targeted building analysis/audit and district-wide facility maintenance plan was completed in 2014 analyzing HVAC, electrical, plumbing, building envelope, building construction/materials, program and function. This audit emphasized building health, safety, and included an assessment of all major building systems and infrastructure to identify deficiencies and prioritize improvements relative to various quantitative and qualitative needs.

The district-wide audit and master planning effort identified numerous deficiencies related to health, safety, accessibility, functional use, and ineffective/failing building systems that are critical for occupant health, safety, and supporting educational programs. The district has used this analysis for a systematic approach toward prioritizing the needs for the immediate future.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

As a means to leverage additional funding sources, the District is considering using an Energy Performance Contract project structure to provide additional funding for the scopes of work included in this project by capturing cost savings. Iconergy will identify utility and operational cost savings for the project that can be combined with district funds to supplement MLO funds to make annual lease payments that will pay the costs of the BEST grant match over a six year term of the MLO and lease. Other additional funding sources include utility rebates and incentives and other state or federal funding sources.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

We annually allocate \$90-\$165 per student, district wide to address facility's capital needs. The prior fiscal year is indicative of that number.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Our annual utility costs for electricity and natural gas, totaled \$99,100.00. We expect that a reduction of costs for these utilities to be \$2,900.00 per year. We do not anticipate a reduction in phone, internet or trash costs from this project.

Current Grant Request:	\$586,253.50	CDE Minimum Match %:	65
Current Applicant Match:	\$1,088,756.50	Actual Match % Provided:	65
Current Project Request:	\$1,675,010.00	Is a Waiver Letter Required?	No

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Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	The match will come from District funds generated through a November 2020 MLO. The district will utilize a lease purchase agreement to secure the funding for the match and the MLO will provide the annual funding to repay the lease. In addition, the district may utilize an Energy Performance Contract structure to provide additional funding through cost savings, or if the MLO is unsuccessful.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,675,010.00	Escalation %:	2
Affected Sq Ft:	53,383	Construction Contingency %:	2.5
Affected Pupils:	557	Owner Contingency %:	5
Cost Per Sq Ft:	\$31.38	Historical Register?	No
Soft Costs Per Sq Ft:	\$5.25	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$26.13	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$3,007	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	196	Who owns the Facility?	District

If owned by a third party, explanation of ownership:
N/A

If match is financed, explanation of financing terms:

With the facility improvement needs to finish the project work partially completed in 2014 remaining and urgency in replacing the old equipment increasing, we began researching options on ways to facilitate a BEST grant and facilitate the required match funding. We were introduced to the concept of Energy Performance Contracting (EPC) and how EPC could enable the District to combine multiple funding sources (grants, rebates, annual utility savings and operational savings) and to finance upfront costs (the match) using the annual cost savings along with available district funds to pay for the upfront project costs over time. Thus, reducing the need for the upfront capital which we do not have available. By understanding how other districts have used Performance Contracting, we were able to identify an opportunity to move forward with the BEST grant request. However, it is still challenging to design a performance contract to provide the annual cash flow performance required by the legislation, therefore we plan to utilize an MLO in order for us to be able to fund annual payments for a lease purchase and fit the project into our overall budget.

Financial Data (School District Applicants)

District FTE Count:	532	Bonded Debt Approved:	
Assessed Valuation:	\$63,120,253	Year(s) Bond Approved:	
PPAV:	\$118,647	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$1,369,852	Year(s) Bond Failed:	
Median Household Income:	\$71,860	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	29	Total Bond Capacity:	\$12,624,051
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$12,624,051
3yr Avg OMFAC/Pupil:	\$2,002.94		

● **Facilities Impacted by this Grant Application** ●

CAMPO RE-6 - Health & Safety Upgrades - Campo ES/HS - 1950

District:	Auditor - Campo RE-6
School Name:	Campo ES/HS
Address:	480 MAPLE STREET
City:	CAMPO
Gross Area (SF):	36,744
Number of Buildings:	2
Replacement Value:	\$8,306,755
Condition Budget:	\$5,497,362
Total FCI:	0.66
Adequacy Index:	0.22



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,006,049	\$874,322	0.87
Equipment and Furnishings	\$262,670	\$183,655	0.70
Exterior Enclosure	\$1,473,543	\$714,867	0.49
Fire Protection	\$12,185	\$451,584	37.06
Furnishings	\$215,164	\$191,664	0.89
HVAC System	\$728,482	\$555,355	0.76
Interior Construction and Conveyance	\$1,293,436	\$1,262,960	0.98
Plumbing System	\$640,026	\$467,874	0.73
Site	\$1,474,226	\$1,221,964	0.83
Structure	\$1,200,973	\$24,707	0.02
Overall - Total	\$8,306,755	\$5,948,952	0.72

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Applicant Name: CAMPO RE-6

County: Baca

Project Title: Health & Safety Upgrades

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

Campo School District RE-6 is the centerpiece of our small, rural community in Baca County, in the SE corner of the state where we are surrounded by farms and ranches. Most of our families have generational roots here where grandparents survived the Dust Bowl in the 1930s. Families are supportive of the school and show that by 100% participation in Parent/Teacher Conferences and volunteering whenever they can. Every school sponsored event is well attended whether it's a basketball game, science engagement night, back to school night, or just a pot luck dinner to honor students.

Campo school was built in 1950 as a K-12 building. In 1962, a high school was added and the original building served grades K-6. In the 1960s, a building was donated for an industrial arts program to include teaching woods and metal construction. In 1976, the district added a concession room and locker rooms to the gymnasium. In December 2006 the roof collapsed on that section of the building due to accumulation of snow on the roof from a storm that lasted several days. Thanks to the insurance, a DOLA grant, and the only BEST grant the district has applied for, that section of the school was rebuilt to include locker rooms, a weight room, a commercial kitchen and combined lunchroom/concession/multipurpose room used for used for classes, events, meetings and many community functions.

Our current enrollment is 41 PK-12th students. Even with this low number we have been able to maintain quality programs for all of our students. Elementary students still benefit from physical education, music class, keyboarding and art daily. In addition to core classes, students in grades 6-12th have choices of music, computers, physical education, family/consumer science, and industrial arts classes. Students also have a wide range of classes available through distance learning to supplement schedules and individual interest or career choices.

The building has been well-maintained over the years with much of the original equipment still in place. The District has prioritized routine maintenance to extend the useful life of systems as the budget allows. Budget cuts over the past 10 years have forced the District to prioritize student transportation replacements over facility capital projects.

In 2008 the District began looking at the challenge of declining enrollment. Our graduates were going off to college but few were returning. The School Board, Acct. Committee, Campo City Council and Rec. Board took on a charge to redefine success and to work to support students in finding careers that would allow them to return home and start their families if that aligned with their individual goals. Service learning also became a focus to encourage students to seek solutions to community challenges and to get involved in making a positive change. From 1998-2007 only 29% of our graduates had returned home to work and raise families but from 2008-2019, 59% of our graduates had returned home and started families and careers with another 10% attending college with plans to return. This has not only resulted in over \$4,000 in prize money but also 23% of graduates since 2008 have established a business of their own.

The District has benefited from partnerships with many community organizations. The Town and Campo Rec. Board have

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supported students in many internships, service learning projects, and activities. Ogallala Commons has partnered with the District for training for students to understand local assets, water conservation, food sheds, entrepreneurship, and internships. Baca County has transported materials for the playground, access road, and parking spaces. Lamar Community College provides innovation grants through maker-spaces and also provides college opportunities to District students through innovative methods. The District also partners with neighboring K12 districts to provide staff prof. dev., student assemblies, and sports programs.

Deficiencies Associated with this Project:

Campo School Building Overview

The Campo School is an existing PK-12th Grade school built in three primary phases. The Elementary School was built in 1950; the high school addition in 1962, and the cafeteria / kitchen addition was built in 2006.

The accompanying images show an overall floor plan of the entire school building.

Deficiencies and (in the next section) solutions are described according to the aforementioned floor plans areas.

HVAC and Controls – General Summary

In short, all the mechanical and HVAC controls equipment proposed for replacement are well beyond their useful life. More importantly, all the heating and ventilation equipment have either failed entirely, periodically failed, or has shown signs of failure. As an example, the school has tracked the performance of the HVAC system over the recent years. There have been 37 recorded boiler failures in the last three winters, each causing hours-long disruption due to existing systems operational characteristics (re-firing, sequencing, warm up time, etc.). In some cases classroom temperatures dipped into the 50-60 degree range and occupants wear coats inside to combat the cold. Some of the HVAC equipment is non-functional and obsolete such as the library heater while other equipment is failing and requires manual operation and workarounds. Significant thermal and air quality issues persist throughout the building as there is no mechanically introduced fresh air (e.g. excessive CO₂) and there is potential for elevated CO levels in classrooms that contain gas-combusting equipment within their occupied spaces.

Elementary HVAC System – Details

The elementary wing of the building is heated via baseboard heat, which is fed from three Janitrol, propane-fired boilers. Each boiler is 160,000 BTUH output and 210,000 BTUH input. The boilers are original, meaning they are over 60 years old. More importantly, each boiler has become maintenance intensive and unreliable to the point that only two of the three boilers now operate at all, leaving the school with no redundancy on heating load design days. There is no mechanically introduced fresh air in the elementary school wing, leading to excessive levels of CO₂ in highly occupied rooms. Cooling is provided by manually operated window air conditioning units. These existing residential window air condition units are noisy, inefficient, and all past their useful life and have begun to operate sporadically.

High School HVAC System – Details

The HVAC system at the High School is consists of 10 in-room, propane-fired, horizontally-mounted furnaces that used to pull combustion air from the outside via louvered openings in the school's exterior wall. The outside air openings have since been sealed up and the furnaces now pull their combustion air from inside the classroom. The same openings used to provide outdoor ventilation air to the spaces served by the furnaces. The sealed openings mean that the spaces no longer receive any outdoor air. The furnaces exhaust air flues are routed up through the walls and exit the roof.

Each room has its own furnace, usually around 80,000 BTUH, and an associated local control thermostat (non-programmable). Each room is also furnished with a residential window air conditioner that is manually operated.

Thus, each room is now at risk for CO monoxide and CO₂ issues. Each room in the high school wing is currently fitted with battery-operated CO sensors placed on the wall at approximately 65" from the ground.

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Gym / Auditorium HVAC and Controls – Details

The gym / auditorium is heated by one large indirect gas-fired unit heater controlled through a wall-mounted electronic thermostat and is located in the northeast corner of the gym / auditorium space. There is also a stage area on the east side of the gymnasium / auditorium that is unconditioned. The gym currently does not have any cooling nor any ventilation, which has led to issues when there are large school or community gatherings in the gym / auditorium. The issue is dire enough that emergency personnel were summoned to attend to visitors who fainted during certain large gatherings.

In an effort to be cost-conscious and self-sufficient, the school installed four (4) used packaged air handling units several years ago from the old Holly School District school several years ago to provide heating and cooling to the gym / auditorium. The units were installed on custom-built wood platforms outside on the east side of the gym. Flex duct was run above the gym ceiling and supply diffusers were installed in the drop ceiling. The school district was unable to get the units to be consistently operational and have since abandoned and removed them.

HVAC Controls – Details

The HVAC controls throughout the building are local thermostat controls with no programmable capability. There is currently no BAS in the building, meaning Campo does not have ability to provide temperature setbacks or adjust temperatures for events. Campo facility staff cannot remotely control the HVAC systems either.

Envelope

All the roofing, with the exception of the 2006 addition and the recently re-roofed gym, are well beyond their rated useful life. The roofs were installed in over 30 years ago. The result is the roofs are ponding and continuous leaking into the one portion of the building or another. These leaks invariably cause damage of the building systems (structural such as walls, ceiling, low voltage / fire alarm, other building systems). The ponding has accelerated the degradation of the roof inclusive of seam peeling and has exacerbated leaks in the roof. Please see the accompanying image for where ponding occurs.

The roofs are no longer properly draining via their scuppers and downspouts. This in combination with compromised seals around the curbs and failing parapets have begun to cause limited damage to the masonry structure of the building.

The three roofing assembly areas for each part of the school where the roofing needs to be replaced vary in size and are as follows with estimated square feet per section:

- Elementary School Section (Area 2): Estimated 1980's (~6,789 sqft)
- High School Section (Area 3): Estimated 1980's (~10,955 sqft)
- Band / Music Room Addition (Area 4): Estimated 1980's (~1,504 sqft)
- TOTAL area of roofing to be replaced: 19,248 square feet

The windows in the building is original to the construction period of each section. Therefore, in most of the building, the windows are original single pane with metal frames that no longer seal well. This allows an egregious amount of infiltration and in some instances a safety hazard where windows no longer close and/or latch properly and have been mechanically screwed shut. None of the windows appear to be large enough to serve as egress, which is a safety issue.

Masonry

The building was inspected by a masonry contractor as part of the District's assessment for deficiencies. While the overall structural status of the building is in very good condition, there were deficiencies related to the roofing system that need to be

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corrected on the elementary school, high school, and gymnasium facades.

There are multiple signs of damage caused by water infiltration into the wall system. The brick around the down spouts show severe deterioration. There are clearly visible effects of the hard mortar with the soft brick. The harder mortar can trap moisture in the brick causing the faces to spall off, and as seen in the pictures the brick has deteriorated back past the face of the mortar. The downspouts need to be addressed, and the most severely damaged brick needs to be removed and replaced from non-traffic areas where possible. There are also locations of deteriorating/spalling brick underneath the parapet cap on the exterior and the interior above the roof due to water infiltration. Cracks and missing concrete in the parapet cap can be patched to slow down the infiltration of water into the wall, but it would be better to install a metal parapet cap flashing system.

There are minimal cracks in the brick veneer that are located at door and window penetrations. This is caused by the expansion and contraction of the steel lintels from changes in temperature and/ or corrosion to the steel and restoration of the joints is recommended

Security and Non-Electrical Safety Systems (ADA, etc.)

Campo does not have secure exterior entrances. The main entry is a single set of double doors with no control other than a manual lock. The front office does not have a visual connection to the building entry. Thus, the school has no ability to control who does and does not enter the building nor can it even monitor who enters the building. Entrants enter the building and can turn left and immediately head to the elementary wing without cross past the main office or being visible to any full-time staff. Additionally, the exterior doorways around the rest of the school do not have a card-key system and are often left unlocked to allow for necessary student and staff flow through the building grounds during the day, which also allows easy unwanted visitor access.

In addition, the concrete walkway leading up to the entry way is in need of replacement and modification for ADA and non-ADA safety reasons. The safety reasons include that sections of the concrete are now missing, thereby creating a tripping hazard for mobile visitors and a barrier for mobility-impaired visitors. In addition, there are ADA-specific issues such as the ramp angle being too steep and the handrails being out of compliance.

Exterior Doors. The existing exterior doors are sub-par, do not meet current standards, and need to be replaced. However, there are two exterior doors that are particularly problematic for the District along with lack of ADA access via ramps to each of the playgrounds.

Gym door. The north-facing, metal exterior egress door in the gym has become nearly inoperable. Even adults cannot always get the door to open due to it no longer fitting well within its frame and threshold. This creates a serious fire and safety hazard as it is the only point of egress on the north side of the gym, which contains half the gym's bleacher seating.

Garage Door. The garage door in the music and band room no longer fully closes, leading to both excessive infiltration of air and water as well as creating a safety hazard.

Interior. Interior ADA issues exist in the school that can be addressed with modest effort. There is one large bathroom in the school, but it is not fully ADA compliant.

The security camera system in place at Campo is in need of replacement as four of the cameras have stopped operating in the last year. Neither the interior nor the exterior entry ways are adequately monitored via security cameras. The facility needs 12 cameras to adequately monitor the occupants and entry ways.

The interior doors for the classrooms and staff areas do not lock from inside the classrooms. The door hardware only locks from the hallway with a metal key.

Electrical System

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The electrical service to the building was installed in 2006 and is still in good condition but is not large enough to support a centralized cooling system. The condition of the eight sub-panels is poor as all are original to the building.

The school currently has no backup generator and is at the end of the utility distribution lines. Power outages and power quality issues are both common, resulting in damaged or destroyed equipment. Thus the school is sometimes without power putting its students and stored food supply at risk.

Because the ceiling will be opened to provide for HVAC solutions (see Solutions section), the school will address numerous above the ceiling electrical issues. The public address (PA) system of the school is original and in need of replacement. There are two fire and alarm systems that do not communicate with one another, cannot be monitored from outside the building, and no longer announce properly. The school lighting is uneven and inadequate as it is powered by 1940's technology: T12 fluorescent fixtures with magnetic ballasts. Finally, the existing data cables are outdated and no longer allow for modern high-speed connections within the school.

Each classroom only has two electrical outlets, leading to excessive use of power strips, which create their own electrical safety hazard and tripping hazard.

ECE

Campo School District is proud to be the only ECE program in Baca County that is currently licensed with the State. While in compliance with ECE minimum standards, the Campo ECE areas are short of meeting recommended standards. Specifically, there are not separate kitchenettes in the classroom or a separate adjacent space for State-compliant food preparation for 2-3 year olds. The bathrooms do not meet current ECE recommended standards for fixture types, heights, and supervision. The current restroom does not provide a compliant diaper changing area and hand washing sink. Existing flooring is beyond its useful life and should be replaced. The mechanical system is out of date as early described and does not deliver the appropriate air temperature at 30" above the floor. ECE playground equipment has been repeatedly cited for not meeting recommended standards during recent annual inspections for area, surface types, or age appropriate playground equipment.

Asbestos

A pre-renovation asbestos inspection was completed in November of 2019 in anticipation of this project. The building still retains some asbestos containing materials including:

- Sections of floor tile
- Limited drywall systems
- Window glazing
- Non-friable tarred flashing on 1960's roof parapet walls and roof penetrations and silver-painted tar flashing on a single area of parapet wall on 1950's roof
- Mortar patches on Boiler room walls

Miscellaneous Systems and Measures

Eye wash and shower / lab hood station. There is no eye wash nor shower no laboratory hood station in the science classroom, leading to hazardous conditions for experiments.

Consumer and Family Studies (fka Home Economics) classroom. Campo is proud of its long tradition of a vibrant home consumer and family studies program. The class is one of Campo's most popular yet the room is beyond its useful life. All the

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built-in appliances from the 1960's are no longer functioning (stoves, ovens, etc.). The cabinetry also no longer meets the needs of a modern consumer and family studies program, is in disrepair and does not meet ADA. Inadequate power, instructional equipment, lighting, and ventilation limit the ability for the program to deliver the appropriate educational experience for students.

Finishes and flooring. During the project development process, it was noted that the finishes in the school were of variety of conditions throughout the building and in need of update to match adjacent educational spaces in the building. Specific rooms and areas in the south wing were noted for paint and carpet after replacement of mechanical and electrical systems.

Bleachers. Campo has had multiple safety incidents with its existing, original bleachers in the south half of the gym. The bleachers do not lock in place, are too narrow for sitting / standing / walking up or down, and there is nowhere for disabled visitors to safely sit in a wheelchair. The bleacher issues can be addressed by installing a new set of bleachers that fit the function and use of the gym / auditorium space, including providing dedicated areas for meeting ADA accessibility.

Proposed Solution to Address the Deficiencies Stated Above:

HVAC and Controls – General Summary

BEST funding would be specifically directed to improve safety and better educational environments for students. Technology would be integrated into an HVAC system so it can be properly monitored and controlled.

The existing wall penetrations in the south wing will be properly sealed to reduce any unwanted infiltration. The existing baseboard and furnaces will be removed from occupied areas. The boilers and associated equipment will be removed. The existing Cafeteria/Kitchen/Locker room addition's HVAC system from 2006 will remain in place. All other HVAC system components will be replaced. Building renovations will meet all CDE Facility Construction Guidelines.

The HVAC and controls solution allow the school to have one unified HVAC system instead of two separate systems. The HVAC solution also allows addresses CO, CO2, occupied room combustion furnaces, and other safety issues by delivering outdoor air to all spaces as well moving building heat combustion out of occupied areas and into mechanical spaces.

A new boiler plant will replace the existing boiler plant. Three high-efficiency, propane-fired boilers with variable speed circulation pumps will be installed to allow for redundancy. These boilers will feed 17 ceiling-mounted unit ventilators (UVs) and 12 cabinet unit heaters (CUHs) throughout the building via hot water to provide terminal heating throughout the building. Cooling could be added if/when desired via split system condensing units but is not included at this time as Campo School District is mindful of the added operational costs that come with centralized cooling, namely maintenance and added utility costs. Furthermore, Campo feels the individual window air conditioning units approach meets their needs and thus will install new window air conditioning units to replace the existing 12 aged units.

Ventilation air will be provided to the UVs via two dedicated outdoor air system (DOAS) units, one in the north (elementary school) wing and one in the south (high school) wing. Ductwork will be routed down corridors and distributed to each room. These two units will be provided with DX coils for possible additional of cooling via condensing units in the future. No outside air is required nor will be provided to the CUHs. Outdated cabinet unit heaters in corridors will be replaced.

For the administration area, a horizontal fan coil unit and two condensing units will be installed utilizing DX cooling and hot water heating as supplied by the boilers.

The above HVAC components will be integrated into a modern building automation system (BAS) that will enable staff to monitor and operate the building from anywhere, be it inside or outside the building. Furthermore, the BAS will allow for a certain amount of space scheduling so the building can be operated at a more optimize level with respect to both occupancy schedules and energy consumption. That said, the BAS will be made to be as simple as possible to avoid unnecessary complications or difficulties in its operation or ongoing maintenance / upkeep.

Gym / Auditorium HVAC and Controls – Details

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For the gym / auditorium space, a new ground-mounted 20-ton packaged unit will be installed behind the gym. The unit will be propane-fed and will also ventilation air to the gym. This unit can be integrated into the aforementioned building automation system.

As is the Campo School District custom, it is seeking partnerships for upgrading the gym / auditorium HVAC system. Campo is working with DOLA to provide funding for this discreet HVAC upgrade measure given the gym / auditorium's function as the communities large gathering space and the inadequate heating, ventilation, and cooling in the space. Any contribution from DOLA will decrease the amount of contribution needed from BEST.

Envelope

New insulated aluminum storefront windows and frames will replace the existing windows and frames. The new windows will be double-paned, insulated, spectrally selective, contain frames with thermal breaks, and be generally an energy efficient window system (e.g. Solarban 60 product). The new window system will be of the aluminum storefront design and have two 3 square foot inward opening operable hopper units with exterior screens at each classroom. There are approximately 180 window units that span seven different dimensions / varieties, and comprise approximately 2,084 square feet of area. The windows will be finished with Lu-tek manual roller blinds with 5% open fabric or comparable products.

The District has identified a cost-effective, long-term solution to re-roof the roofing areas identified in Deficiencies with a 30-year bitumen roof in the flat roof sections. These roofs have 30-year rating, which is also the manufacturer's base warranty for their roof systems. These long-term roofing solutions will provide the school with a weather-tight, moisture-free, well-insulated roof for decades to come. In addition, new parapets, brick repointing and course replacement in limited deteriorated areas will be performed.

Since the original roof installations, the IECC standards for building envelopes have been adopted by the State of Colorado. New roof work will meet the current codes, which requires additional R-Value for the building (generally R-30).

The proposed roofing solution will require the following implementation steps:

Areas 2-4:

- A. Demolish and replace all roofing in accordance with this specification and the design documents.
- B. Workmanship will be accepted by Iconergy or the Owner's Rep only
- C. The contract shall carry a 10% itemized scope finalization contingency for bidding purposes.
- D. All permits and inspection fees shall be that of the contractor
- E. Tear off existing system to the deck.
- F. Contractor to identify areas of decking that require repair or replacement during tear
- G. Mechanically fasten r30 average tapered polyisocyanurate package as per uplift
- H. Mechanically fasten ½" polyisocyanurate crickets as per uplift calculations
- I. Install ½" primed wood fiber in hot asphalt adhesive
- J. Modified bitumen base sheet in hot asphalt adhesive

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- K. Install modified bitumen cap sheet in hot asphalt adhesive
- L. Install base and cap flashing to match the field
- M. Paint all drain strainers, ladders and hatches bright red x 2 coats rust inhibiting paint.
- N. Install new counter flashings & caulking.
- O. Coat all hoods, vents, side mounted units in 2x coats of urethane

Area 3:

- A. Tear off existing system to the deck.
- B. Contractor to identify areas of decking that require repair or replacement during tear
- C. Mechanically fasten r30 average tapered polyisocyanurate package as per uplift
- D. Mechanically fasten ½:12 polyisocyanurate crickets as per uplift calculations
- E. Install ½" primed wood fiber in hot asphalt adhesive
- F. Modified bitumen base sheet in hot asphalt adhesive
- G. Install modified bitumen cap sheet in hot asphalt adhesive
- H. Install base and cap flashing to match the field
- I. Paint all drain strainers, ladders and hatches bright red x 2 coats rust inhibiting paint.
- J. Install new counter flashings & caulking.
- K. Coat all hoods, vents, side mounted units in 2x coats of urethane
- L. Remove and replace (6) ea skylights and curbs

General

- A. Contractor shall provide a 2-year workmanship warranty

Masonry

The damaged brick around the downspouts and other areas immediately beneath the roof line need are to be removed and replaced, or turned around and reinstalled where possible. The downspouts themselves will be replaced as part of the roofing work and routed away from the building.

The deteriorating/spalling brick underneath the parapet cap on the exterior and the interior above the roof will be addressed by removing the cap and installing a metal parapet cap.

To address the minimal cracks in the brick veneer that are located at door and window penetrations, control joints will be installed at the penetration locations (doors, windows) to allow for the movement caused by expansion and contraction from

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the steel lintels. Also, for a more permanent fix, the lintels will be removed and replaced with galvanized steel. This will require the removal and replacing of some of the brick and potentially some of the block depending on whether or not it is supported by the same lintel as the brick. The cracks will be chiseled out and repointed.

Masonry to receive anti-graffiti coating after cleaning and repairs are complete to improve the moisture protection of the existing masonry.

Security and Non-Electrical Safety Systems (ADA, etc.)

A vestibule will be constructed to make the main entry to the school both more secure and more accessible.

The main entry will be constructed to include a 10' deep aluminum storefront vestibule under the existing roofline. The vestibule will include a cabinet heater, lighting, fire alarm, and walk off carpet. The existing exterior doors, which become the new interior side of the vestibule, will be replaced with aluminum storefronts and will have electronic hardware with electric strike push button releases. Both the vestibule's exterior and interior set of double doors will have IP addressed security cameras and card-access on them so that the school may effectively control who does and does not enter the building. In addition, an AI phone and card read will be placed at the exterior door.

The concrete walkway leading up to the vestibule and main entry way will be replaced and modified for ADA and non-ADA safety reasons. Approximately 1,200 square feet of existing concrete entry and existing sidewalk will be replaced per design sketches. The broken concrete sections will be replaced and the ADA ramp angle will be decreased to appropriate levels. In addition, the existing ramp handrail will be removed and replaced with a 3-bar metal pipe that is code compliant. Similarly, two additional handrails will be installed at the existing stairs.

Three other exterior entrances will be modified with appropriate ADA ramps and handrails. A total of 5 exterior single doors, 4 exterior double doors, and one exterior rollup door will be replaced.

Exterior lighting will be full cut off, night-sky compliant LEDs. IP address security cameras will be installed adjacent to entries and card readers will be installed at the points of entry.

Two existing restrooms will be renovated to replace finishes, and provide code compliant ADA accessible fixtures.

A new security camera system will be installed to provide the needed 12 cameras and the ability for staff to monitor the security system from outside the building. These include but are not limited to the aforementioned exterior entrance security cameras.

The existing out of date interior doors will be retrofit with new door hardware to meet ADA standards and State recommended locking functions.

Electrical System

The main electrical distribution panel will be upsized to a new ~1,200A MDP to position the school to install centralized cooling should it ever decide to do so. All existing panels and feeders will be replaced but will re-use the existing circuits.

New circuits will be run to all new HVAC equipment per HVAC plans. All circuits are to be 120/1 or 208/1, 20A unless otherwise noted. Two new 200A panels will be necessary for mechanical equipment.

New circuits will be run to each classroom (one each) so that four outlets are installed per room

A 25kW propane-fired generator shall be placed on a concrete pad outside. An emergency panel and transfer switch will also be installed.

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The public address (PA) system will be replaced. A new fire alarm system will replace the two obsolete systems. Central FACP will be in the front administration office area. Smoke detectors and horn/strobes will be in classrooms. Smoke detectors will be in the three large air handlers. New high-speed data cables will be installed in trays above the ceilings in the corridors.

New LED fixtures in corridors and classrooms will be installed with new circuiting, switching, and occupancy controls. New LED high bay fixtures to be installed in the gym with new switching, dimming controls, and occupancy sensors. New exterior lighting with full-cut off, night-sky compliant fixtures to be installed.

ECE

Modify the existing ECE classrooms (2) so they have separate kitchenettes in the classroom and in a separate adjacent space for State-compliant food preparation. Renovate or replace the casework, finishes, lighting, flooring, and ceilings to meet ECE recommended standards.

Renovate the existing bathroom to meet ECE recommended standards for fixture height, fixture type, diaper changing, hand washing, and supervision. One sink to be inside the restroom and one sink directly outside each restroom and changing station.

The ECE playground equipment has been repeatedly cited for not meeting recommended standards during recent annual inspections.

At the playground, remove ~1/3 of existing gravel surface (~500 sqft) and replace with concrete paving. Remove east pre-school fence and relocate ~20' to the east. Install artificial turf surface and extend chain link fence to enclose preschool playground. Install 10'x10' shade structure in pre-school playground area.

Asbestos

Where the asbestos is encountered during construction, it will be abated or encapsulated per regulations. This includes but is not limited to:

- Approximately 89 window units with ACM glazing
- Boiler room plaster ceiling
- Two bathroom plaster ceilings
- ACM floor tile in five classrooms (approximately 2,400 SF)

All abatement will be in compliance with EPA regulations and Colorado Department of Health and Environment (CDDPHE) Regulation 8, Part B-Asbestos.

Miscellaneous Systems and Measures

Eye wash and shower / lab hood station. An eye wash and shower station and a laboratory hood shall be installed as well as ensuring an associated floor drain is present and operational.

Consumer and Family Studies (fka Home Economics) classroom. Three kitchenettes and one teacher station will be renovated. Renovations will also include casework, appliances, finishes, lighting, ceiling, and exhaust. To do this, the flooring must be replaced as well as it is original tile flooring. The aforementioned modifications in the room thereby create the ideal time to also correct the orientation of the work station. By turning the work station in the center of the room around 180 degrees, the room will be much more functional by allowing the teacher to directly interact with all students and by allowing all students to access the appliances without having to detour through the classroom. A preliminary sketch has been provided to show the

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new lay out of the consumer and family studies room.

Finishes and flooring. Install new commercial floor tile over existing floor tile in select classroom in south wing. Classroom 104 and 105: level existing floor (ACM tiles removed); install new commercial floor tile. Remove and replace existing carpet in south wing building corridors. Remove and replace existing ceiling grid to accommodate new mechanical system. Install new ACT ceiling grid by installing below existing glued-on ceiling tiles; height will be a ~8 feet. See table and drawing for additional details.

How Urgent is this Project?

How did Campo arrive at this point of having multiple building systems in need of urgent capital replacement despite an attentive and long-established O&M program? In the five years prior to the budget stabilization factor, the District purchased one-to-one devices, carpeted six classrooms, installed a concrete ramp at the front entrance, remodeled a house for teacher housing, purchased equipment for the industrial arts program, purchased a maintenance vehicle, and was on track replacing student transportation vehicles. Since state budget cuts, insurance has made it possible for the District to put a new roof on the gym, complete an abatement project in the elementary hallway, and install new carpet in a classroom and elementary hallway. Yet major capital projects remained in limbo for years as insurance funds only go so far.

The most urgent issue at Campo is the fire alarm. As mentioned previously, the school has two partially working fire alarm systems that do not and cannot communicate with one another, even if modified or updated. Annunciation is not uniform throughout the building which is a major and urgent safety concern.

Security is another urgent concern. There is no or limited controlled entry into the building through the various external doors. The main entry at the front is not visible to staff, has only one set of doors opposed to a vestibule. None of the external doors around the school have a card controlled entry system, meaning anyone wishing to enter through unlocked doors may do so freely. The security camera system is very limited in its operation as cameras have begun to fail in recent years. Thus, the school can no longer adequately monitor the external doors nor the internal portions of the building, leading to potential for any number of safety situations.

The HVAC system's performance begets a number of urgent matters.

The most urgent among them is to eliminate the potential for elevated CO levels in occupied spaces by removing combustion furnaces from those spaces. The opportunity for backdrafting or other types of serious indoor air quality issues is high because the combustion furnaces use indoor air from the occupied areas as their combustion air.

CO2 levels are a known to be elevated in high occupancy zones and classrooms as there is no mechanically introduced fresh air in any of the zones that are proposed to receive HVAC upgrades.

Numerous areas of the building are already falling short of meeting code-required air quality or thermal comfort levels or both. The situation is growing more dire now that all equipment is at, or in most cases, beyond its rated useful life. In addition, the existing roof areas that will be replaced have an increasing number of leaks and structural issues.

Some areas of the school are not being conditioned to ASHRAE or educational standards of comfort. As an example, some rooms are well below acceptable minimum temperatures, especially when the boilers fail, which causes a multi-hour delay in heating certain zones. Some spaces become as cold as 50-60 degrees. Furthermore, the existing HVAC equipment that is to be replaced is 60 or more years old, far beyond its rated useful life and is in dire need of replacement as some of the equipment is already inoperable: one of the three boilers no longer.

Certain areas of the roof are now urgently needing replacement. The roof experiences continuous leaks which are becoming increasingly destructive. The leaks and lack of proper drainage are causing damage to flooring, ceiling tiles, lights, and causing overall infrastructure degradation that will cost much more if the leaks and drainage issues are not corrected.

If the project were not awarded to Campo School District, the facility systems would continue to provide a mix of unsafe and undesirable conditions for students, staff, and visitors. Equipment failures will continue to increase, especially the boilers and

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heating system, which has already failed in multiple parts of the school.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Many of the components in our current school facility have far outlived their intended useful life primarily due to proactive and effective maintenance. The shortfalls in state funding have resulted in the necessity of addressing urgent transportation needs only and the postponement of facility capital projects. Campo School District is developing a capital replacement plan that sets aside funds for the purpose of replacing the major systems in our facility as they reach the end of their expected life. We realize that the cost of this replacement may vary as the economy and school funding changes from year to year but we are also expecting the funds that have currently been spent for repairs to be redirected to the replacement fund.

We also feel that by continuing to follow proper inspection and maintenance plans closely, the life of these systems should be extended just as we were able to get extended life from the existing equipment in the building. We will take this into consideration as we develop a budget for replacement of new systems. Our maintenance director will continue to monitor and document all servicing and repairs and will update the preventative maintenance plan to extend the life of new systems. All required annual inspections and routine local inspections will be conducted and findings addressed.

(This paragraph may be unnecessary) An advantage of having a staff of less than 20 employees is that all staff members become very familiar with the systems, notice changes or malfunctions, and report immediately which allows them to be addressed promptly. This attention to detail has proven to contribute to extending the life of the systems that we have been using for the past 70 years.

It is the goal of the district to develop and implement a capital improvements plan to ensure our systems are maintained for the life expectation period of time and beyond. The award of funding for this project will precipitate a continued investment in the maintenance budget as well as increasing our capital construction budget to increase according to the life expectancy of the systems. This account will be reevaluated and adjusted twice annually to meet our capital construction and maintenance needs.

Campo commits to increasing its capital replacement annual allocations towards the 1.5% of subcontractor costs that BEST advocates. This comes to \$53,590 per year. We should note this is more than double the amount of capital renewal budget that Campo has set aside in 2019-2020. That said, Campo has been successful in increasing its capital renewal allocations on an annual basis over the last four years. For example, allocations in 2019-2020 were more than double the annual average of the preceding four years period. Campo School District feels we are on track to continue with this level of progress.

Campo will continue its dedicated and thorough O&M program just in the way it has done for numerous decades.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Campo School was built in 1950 as a K-12 building. At the time of construction, it met all applicable codes for a public building. In 1962, a high school was added and the original building served grades K-6. In the 1960's, a building was donated for an industrial arts program to include teaching woods and metal construction. In 1976, the district added a concession room and locker rooms to the gymnasium which again met all applicable codes for a public building at that time. In December 2006 the roof collapsed on that section of the building due to accumulation of snow on the roof from a storm that lasted several days. Thanks to the insurance settlement, a DOLA grant and the only BEST grant the district has applied for, that section of the school was rebuilt to include locker rooms, a weight room and a concession room that was expanded to include a commercial kitchen and dining room for a combined lunchroom/concession room and multipurpose room. This facility is used for the school meal program and concession area for ballgames but it is also used for classes, events, meetings and many community functions.

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Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In the five years prior to the budget stabilization factor, the District purchased one-to-one devices, carpeted six classrooms, installed a concrete ramp at the front entrance, remodeled a house for teacher housing, purchased equipment for the industrial arts program, purchased a maintenance vehicle, and was on track replacing student transportation vehicles. Since state budget cuts, insurance has made it possible for the District to put a new roof on the gym, complete an abatement project in the elementary hallway, and install new carpet in a classroom and elementary hallway. These are the capital project that the District has performed in the last three years.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The school is in discussions with DOLA to pursue a DOLA grant for HVAC in the gym space.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

There are 41 students and 18.5 FTE staff, thus there are 59.5 FTEs at Campo. Per CDE guidance, Campo's target annual capital renewal budget is \$53,390. This comes to \$897/FTE annually. We should note this is more than double the amount of capital renewal budget that Campo has set aside in 2019-2020. That said, Campo has been successful in increasing its capital renewal allocations on an annual basis over the last four years. For example, allocations in 2019-2020 were more than double the annual average of the preceding four years period. Campo School District feels we are on track to continue with this level of progress.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Only the electricity and propane will be impacted by this project. Campo's annual costs for electricity and propane are \$24,000 and \$16,000, respectively, for the 2019-2020 school year. This combined total of \$40,000 is expected to be reduced by 10% - 20%, thereby creating an annual savings amount of \$4,000 - \$8,000. Campo will redirect these utility allocations to the capital renewal budget.

Current Grant Request:	\$5,919,404.92	CDE Minimum Match %:	30
Current Applicant Match:	\$200,108.08	Actual Match % Provided:	3.27
Current Project Request:	\$6,119,513.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	District Reserves
Future Grant Requests:	\$0.00		
Total of All Phases:	\$6,119,513.00	Escalation %:	2
Affected Sq Ft:	28,427	Construction Contingency %:	5
Affected Pupils:	42	Owner Contingency %:	5
Cost Per Sq Ft:	\$215.27	Historical Register?	No
Soft Costs Per Sq Ft:	\$34.41	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$180.86	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$145,703	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	820	Who owns the Facility?	District
If owned by a third party, explanation of ownership:	N/A		
If match is financed, explanation of financing terms:			

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N/A

Financial Data (School District Applicants)

District FTE Count:	39	Bonded Debt Approved:	
Assessed Valuation:	\$14,478,823	Year(s) Bond Approved:	
PPAV:	\$371,252	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$915,471	Year(s) Bond Failed:	
Median Household Income:	\$31,591	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	100	Total Bond Capacity:	\$2,895,765
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$2,895,765
3yr Avg OMFAC/Pupil:	\$4,461.65		



BEST School District and BOCES Grant Waiver Application

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

Campo School District runs a robust education program for PK-12 students with programs such as full-day kindergarten, music, art, family/consumer sciences, industrial arts, entrepreneur classes, service learning and many other extracurricular classes as well as distance learning classes that also provide a wide range of concurrent options. The Negative Factor over the last ten years has resulted in a loss of over \$1,000,000 to the district. The reduction of funding has created a situation where the District has made as many cuts as we can without impacting the educational programs available for students. If a match waiver is granted, the District will be able to continue to provide the educational programs for students. If a match waiver is not granted, the District will have to use all of our (operational and capital) reserves and will be forced to cut programs that help provide a well-rounded education for students and also prepares them for post-secondary options. To reiterate, Campo would be left with no reserves whatsoever and, therefore, no way of continuing to operate through any kind of disruption that had a financial implication.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

It is extremely difficult for the Campo School District to build up reserves. The school board made it a priority after a couple of years facing cash flow challenges where even the date employees were paid was changed to align with the arrival of state equalization funds. In 2004 efforts were made to reduce spending in any way possible to build up the reserve which meant also delaying any capital purchases or repairs possible. Once the school board felt they had a comfortable reserve built up and they were ready to get back on schedule with capital needs and other needs such as curriculum replacement, the budget stabilization started and the district was faced with reduced funding. Since that time, the district has had no funds to put back into reserves. There have been conscious decisions to use some of those reserves during this time of reduced state funding but the board does so with extreme caution. They realize how difficult it is to build reserves during good times but impossible in times of reduced funding. It was difficult to determine how much of the reserves they would commit to this project but in the end they agreed to as much as they thought they could while still considering the ongoing needs of the district and the uncertainty of future state funding.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$ 371,251.87

Weighted Rank: 3.93% of 5% max

Agreed

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

Applicant’s Median Household Income: \$31,591.00

Weighted Rank: .59% of 15% max

Agreed

C. 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.

Applicant's FRED Percent: 100%

Weighted Rank: .11% of 20% max

Agreed

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

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

The district has not held a bond election but we were successful in a mill levy override election in 2006. That mill levy override provides \$150,000 to maintain existing programs and staff salaries. Based on the responses from voters during that campaign it was determined that a request for any future tax increases would not pass.

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

Applicant's Bond Mill Levy:0

Weighted Rank: 20% of 20% max

Agreed

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

Applicant's Remaining Bond Capacity: \$2,895,765.00

Weighted Rank: 3.48% of 20% max

The District has full bonding capacity remaining but it is unlikely a bond election would be successful based on polling and the poverty level of most of the community. Many of our residents live on fixed incomes and just barely get by. While we were successful with our mill levy override election, our patrons were extremely concerned about the additional financial burden. The fact that much of the land in our district belongs to the government, and many of our property owners are farmers/ranchers, those voters are hit hard by requests for increased property taxes. Any attempt to pass another request from voters most likely would fail.

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

District's Unreserved General Fund: \$915,471.00
max

Weighted Rank: 1.57% of 20% max

Agreed

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

The remoteness of the geographical location of the district and the poverty level of the community and county, poses many challenges. Most of our students have parents that both work and struggle to make ends meet leaving no time or money to provide educational experiences (museums, cultural opportunities, etc.). Many of these parents have graduated high school but struggled with their own education and find it a challenge to even assist their children with homework. Many of our students are being raised by grandparents who also find it difficult to help with what is expected from students with our new standards. That leaves the sole responsibility of academic needs of children to the district. Teachers recognize they must provide not only instruction, but all of the supports and experiences they can. Time, travel, and expenses limit the options that can be provided by the district.

We also recognize the importance of team sports for middle school and high school students. For many students, it is a way to "belong" to something and have all the advantages of the support of being part of a

team and the reason they need to keep their grades up. The only way to provide this opportunities to our students is to participate in a co-op with two other small neighboring districts. This provides sports opportunities but the cost of traveling for middle school and high school team practices every day is very expensive. Students must travel at least 30 miles one-way to attend practice every day.

We also have a Small Center Childcare facility (under 15 children) that requires district funding each year but the benefit heavily outweighs the cost. We recognized the need for licensed child care when two of our staff members were pregnant and they were both going to have to take a leave of absence due to no options for child care. We created a daycare within the facility under our Early Childhood license. Although the intention was to provide daycare only as long as staff members needed it, we are still operating the day care today and we have had staff member's children in the program since it began. It is also open to the public if there are openings which has become more of a concern now that we have the only licensed childcare in the county. Every parent pays for their child's care but it does not cover the cost of the program as the requirement for additional staff is based on number of children which continues to increase the cost of running the program. We know that childcare has been a recruitment and retention strategy for us and it has been extremely beneficially these past five years. We would not have the teachers we have without it.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

Campo School District is currently working with the Department of Local Affairs (DOLA) to cover a portion of the gym renovation, specifically new HVAC system. We have been successful with DOLA with previous grants to partner with the district and community and we are optimistic that this project will be funded as well.

The staff, parents, and community members have also volunteered to help provide in-kind assistance throughout the project. They are willing to help with preconstruction, demolition or with the additional maintenance and clean-up that will be needed as the project progresses. The exact amount of this financial assistance is not known at the time, but will be added into the district's match.

Campo School District makes every attempt to be as self-reliant as possible and has a strong history of succeeding in this regard, it is what has allowed us to build such a strong education program over the years. The Mill Levy Override in 2006 has provided an additional \$150,000 for general expenses. We have also received numerous grants over the years to improve experiences for students. A grant from the Monsanto Foundation provided iPads for our students while a grant from the Donnell Kay Foundation supplied funds to provide opportunities on Fridays for students for the past three years. We have received over \$100,000 from the Colorado Health Foundation over the past three years to improve health and wellness for students and staff. Other smaller grants have provided funds for musical instrument for band, robotic supplies for the Robotics program, physical education supplies and equipment, and much more. We will continue to seek grant opportunities that address needs of the district and help lighten the load on the district budget.

Together the above steps – coordinating with state agencies, leveraging our local government partners, seeking grants from entities besides BEST and DOLA, and creatively using our own resources – demonstrate Campo's willingness to continue to be financially self-reliant.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

\$200,000
(3.27%)

CDE Minimum Match Percentage:

30%

● Facilities Impacted by this Grant Application ●

East Central BOCES - Multi-District Secure Network Infrastructure - Multiple

School Name	Year Built	Asset Size (Sq Ft)	Facility Insight Name	FCI
Bennett Intermediate School	1992	45,900	Bennett Preschool/ES	0.12
Bennett Middle School	1950	113,350	Bennett MS/HS	0.17
Bennett High School	1950	113,350	Bennett MS/HS	0.17
Bennett Preschool	1992	45,900	Bennett Preschool/ES	0.12
Bennett Elementary School	1992	45,900	Bennett Preschool/ES	0.12
Strasburg High School	1948	74,985	Strasburg HS	0.49
Prairie Creek High School	1948	74,985	Strasburg HS	0.49
Strasburg Elementary School	1972	53,195	Strasburg ES	0.37
Hemphill Middle School	2007	44,770	Hemphill MS	0.18
Deer Trail Junior-Senior High School	1972	63,820	Deer Trail ES/JrSr HS	0.54
Deer Trail Elementary School	1972	63,820	Deer Trail ES/JrSr HS	0.54
Byers Elementary School	1975	108,760	Byers ES Jr/Sr HS	0.34
Byers Junior-Senior High School	1975	108,760	Byers ES Jr/Sr HS	0.34
Kit Carson Elementary School	1937	43,000	Kit Carson ES/JrSr HS	0.67
Kit Carson Junior-Senior High School	1937	43,000	Kit Carson ES/JrSr HS	0.67
Cheyenne Wells Junior/High School	2002	70,698	Cheyenne Wells K-12	0.30
Cheyenne Wells Elementary School	2002	70,698	Cheyenne Wells K-12	0.30
Agate Elementary School	1955	35,965	Agate ES/Jr/Sr HS	0.44
Agate Junior Senior High School	1955	35,965	Agate ES/Jr/Sr HS	0.44
Flagler Public School	1954	67,690	Flagler ES/MS/HS	0.32
Hi-Plains School District R-23	2014	51,270	Hi-Plains Pre K-12	0.11
Stratton Elementary School	1976	22,820	Stratton ES	0.39
Stratton Middle School	1961	51,240	Stratton MS/HS	0.51
Stratton Senior High School	1961	51,240	Stratton MS/HS	0.51
Bethune Public Schools	1927	34,870	Bethune Pre K-12	0.42
Burlington High School	1964	73,965	Burlington HS	0.63
Burlington Elementary School	1958	52,920	Burlington ES	0.66
Burlington Middle School	1972	60,700	Burlington MS	0.49
Genoa-Hugo School**	1967	62,651	Genoa-Hugo ES/MS/HS	0.72
Limon Junior-Senior High School	2015	124,900	Limon K-12	0.14
Limon Elementary School	2015	124,900	Limon K-12	0.14
Karval Junior-Senior High School**	1955	21,514	Karval Pre-K-12	0.58
Karval Elementary School**	1955	21,514	Karval Pre-K-12	0.58
Arickaree Elementary School	1960	47,700	Arickaree ES/HS	0.55
Arickaree Undivided High School	1960	47,700	Arickaree ES/HS	0.55
Woodlin Undivided High School	1958	60,775	Woodlin ES/HS	0.34
Woodlin Elementary School	1958	60,775	Woodlin ES/HS	0.34
Idalia Elementary School	2013	55,900	Idalia K-12	0.11
Idalia Junior-Senior High School	2013	55,900	Idalia K-12	0.11
Liberty School	1966	37,750	Liberty K-12	0.72

**2009 Data

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: East Central BOCES

County: BOCES

Project Title: Multi-District Secure Network Infrastructure

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

The East Central BOCES provides aggregated services to 20 school districts on Colorado's Eastern Plains. These districts are situated along the I-70 corridor stretching from Bennett in the East, Burlington in the West, as far North as Idalia, and South to Karval. This service area covers more than 10,000 square miles of farm & grassland as well as commuter bedroom communities springing up in our western districts. The 20 districts of the East Central BOCES have 7,753 students enrolled.

The East Central BOCES provides a variety of services to our member districts. These include special education services, technology services, federal program management, and professional development programming. All of the services provided by the ECBOCES is done so at the direction of the ECBOCES Board of Education, and the Superintendents Advisory Council. The East Central BOCES also applies for and manages a number of grant programs targeted at bringing new opportunities to our students. An example of one such opportunity is a partnership with code.org which has provided resources for our classrooms and professional development for our educators designed to bring coding and robotics programs to our district's students.

A crucial part of delivering almost any service in today's society is reliable and robust access to the internet. The districts of the ECBOCES recognized that fact in 2005 and developed a program called the VNETS (Video Network for Education and Training Services). This network, purchased as a leased service, brought high-speed internet to many of the member districts for the first time. In addition to internet services, the ECBOCES member districts directed that a managed video conferencing platform be built utilizing that network. This video conferencing system has been used to share instructors between school districts since its inception and allows our districts to provide our students with classes they would otherwise not have access to.

Deficiencies Associated with this Project:

Our landscape has changed. The rapid pace of adoption of internet-connected devices has shifted the foundation of our economy, society, and our schools. Societal change has happened before, but where the industrial revolution's technology took nearly a century for its changes to be fully felt, the technology revolution has only really been felt in earnest since the advent of public access to the internet less than 25 years ago.

The internet provides one fundamental product, information. Society has always built itself upon the collection and distribution of information. But the rapidity of internet adoption is due to two key factors, the speed at which the information can be accessed and the reduction in cost to obtain it. These properties have far-reaching effects on all parts of society, but perhaps in no sector can they be of more consequence than in public education. Here resources are always constrained. Funding problems plague every district in the state, but each of us also must balance the budget of instructional time. Our schools have a limited window of access to their learners, and removing barriers to accessing educational resources helps our educators recapture needlessly lost time. Letting our students find opportunities, make choices, and learn from mistakes in the guided environment of our classrooms.

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The solution can seem idyllic. But it's not without pitfalls. Delivering the kind of high speed, low latency access to the number of students and teachers that gather in our facilities requires ultra-highspeed broadband. Students and teachers are bringing more and more devices to our classrooms every day. Every one of these devices requires internet data connectivity. In addition to these learner-centric technologies, districts have begun to upgrade the support systems required to maintain the health and safety of our students to modern, digitized versions requiring data connectivity to function.

- Video surveillance systems are a critical component to the safety of our school facilities. Allowing school officials to monitor the facilities grounds, but even more critically allowing law enforcement to access both historical and live video footage during crises. Legacy video systems required an operator to be onsite and often in front of a specific station to monitor or review footage. Conversely, the modern systems being deployed in our schools today rely on "cloud" (read internet) access to process the video as well as review it. This allows authorized users to access the cameras anywhere an internet connection is available, but it requires data connectivity at the school as well as at the viewer's device.

- Telephone systems. One of the changes that have been sweeping our member districts during the past five years is a shift in the way they receive service to their classroom telephone systems. These systems are used for delivering voice calls between phones in the building, as a primary method of communication between the public and our schools, and often as the carrier method for intra-building emergency paging. These systems were historically built on dedicated cable plants inside our facilities connecting all phone handsets back to large switching infrastructure and then in turn to a public phone network. These systems were complex and costly to maintain and the availability of cloud-based services has allowed our schools to gain a system that is more reliable and easier to maintain. However, it comes at the expense of reliance on internet connectivity.

- HVAC systems. A number of our member districts have undergone projects in the past 5-7 years which have resulted in upgrades to their facility's HVAC systems. Whether during new construction or through a renovation of their existing facility, the result is a system that is newer, greener, and also more complex. These projects can ultimately save the district precious operational expenses in the form of reduces utility costs and system repair. However, their increased complexity requires operational experience that our rural districts often don't possess. Additionally, if allowed to run outside of appropriate parameters, these systems will lose their efficiency, eventually failing and requiring expensive repairs. To avoid this situation, and to ensure the realization of the cost savings promised by their higher efficiency rating, districts require updated training for district staff as well as remote monitoring and maintenance by industry professionals equipped with the knowledge to identify problems before they become catastrophic. To make that a reality, these systems too require high-speed data connectivity to allow them to be remotely managed and for local staff to receive training without requiring the district to incur travel costs from the front range to outlying facilities.

The VNETs network last underwent a major upgrade in 2005 when an intergovernmental agreement was struck between the Colorado Department of Transportation and the East Central BOCES. Using a pair of fiber provided by CDOT the ECBOCES was able to provide upgraded network WAN connectivity paired with internet access at speeds previously unattainable in our area. Using this resource the BOCES worked with a provider to install a shared 1Gbps (1000 Mbps) backbone that 17 of our member districts connected to. The cost was high, but with E-Rate support and partnerships with Colorado State University, UCHealth in Aurora, and various other governmental agencies, the first true broadband solution was made available to the member districts of the ECBOCES. The bandwidth increase was felt immediately, some districts seeing their speeds increase by a factor of more than 40:1. In the intervening years, the ECBOCES has worked with our vendor partners to make incremental upgrades to this network, but it is showing its age. The period of time in which small upgrades and good management practices can sustain the operation of the existing system is quickly coming to an end. The growth in data transmission requirements for every system in a school district is only growing. A 2016 study by the State Educational Technology Directors Association forecasts bandwidth requirements in school districts to continue growing by double-digit percentages every year. Additionally, the Federal Communications Commission indicates that school districts should be targeting a rate of 10 Mbps per student. Calculating based on that value for the East Central BOCES districts would require a total of over 77,000 Mbps of transmission capability. The VNETs network as it exists today can only handle 13,500 or put another way is capable of less than 20% of the federally recommended target.

Proposed Solution to Address the Deficiencies Stated Above:

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The East Central BOCES has been seeking a solution to prevent a broadband shortage in its member districts for more than 7 years. The solution which has been arrived at is to move forward with the construction of a new fiber-based wide area network interlinking the school districts in the East Central BOCES. This infrastructure will provide a private and secure transmission network allowing for the sharing of resources not only between districts but from the internet as well.

The construction of this new infrastructure will provide a robust method of allowing access to critical data from within our school districts to first responders in the event of a crisis. The increased bandwidth will ensure that continuous and uninterrupted access is available. This facilitates access to camera streams, facility door lockdown capabilities, as well as HVAC system control. Additionally, the school facilities in our communities are often the only feasible location that can be used as relief shelters during natural disasters or as a command center for disaster response. The buried fiber infrastructure proposed here represents the most robust type of infrastructure which is best capable to survive various catastrophic events.

The ability to interconnect these geographically isolated districts to a common wide area network infrastructure has been determined to be critical in the ability to solve the bandwidth crisis for not just a handful of districts, but for every single one of them. Our member districts have united together under the auspices of the East Central BOCES to address a multitude of inequities their students face due to their geography. They recognize that the success of every single student translates into the success of our communities, our region, and our state as a whole. They also recognize that the inverse of that truth is perhaps an even greater driver for collaboration. If any district is left without equal access to resources and opportunity, the negative impacts will be felt on a much wider scale than just within that district's borders.

Throughout the past 7 years, the ECBOCES has been attempting to resolve the broadband deficiencies through a number of approaches. Building a new private network is not the only solution for bandwidth transmission either. A variety of organizations from privately held, to publicly traded, and non-profit are in the business of providing internet and data connectivity in various parts of the state. In the past 7 years, the East Central BOCES has issued RFPs in 5 out of the 7 years requesting services and solutions to address the impending bandwidth shortage. In some instances, no bids were received at all despite vendors having been notified of the procurement and its public posting. In other instances, bids were received but had various deficiencies. In some cases, the bids failed to serve every district, or if they did come as a leased service with an annual operational expense that would have more than doubled that of the existing solution. During this time when the Budget Stabilization factor was only growing, it was not possible for the districts to consider increasing their spending by that amount.

During the spring of 2019, the ECBOCES again issued an RFP requesting replacement or upgrade options for this service. Due to changes in the FCC's E-Rate program, it was possible to request and consider additional options that were not previously available or eligible under the E-Rate program. In addition to purchasing the network as a leased service from a vendor, we were also able to request dark-fiber leasing options, as well as "special construction" and "self-provisioning" for a new private network. Again only one bid was received but was for the new construction option. Due to changes provided by the E-Rate Modernization Order, the East Central BOCES has been able to request funding of 76% of the overall cost of the build. Additionally, the E-Rate program will offer a 10% increase in funding for of a project's "special construction" cost if there is a state program able to provide 10% as well. This equates the ability for the East Central BOCES member districts to upgrade their WAN connectivity at a cost of slightly more than \$0.04 on the dollar, and it means that any BEST program funding for this project would immediately have its impact doubled as this application seeks only the 10% required to achieve the additional increase in funding from E-Rate.

What cannot be overstated is the impact that this proposed solution will have on the safety and suitability of the educational environment of our district facilities. The current capacity of the VNETs WAN is 13,500 Mbps, upon completion the upgraded network will have 128,000 Mbps. An increase of nearly 10 fold. This upgraded bandwidth level will be able to serve the East Central BOCES' members bandwidth needs well into the future. However, the lifetime of a fiber network like the one being proposed here is recognized to be in excess of 50 years. While the specific bandwidth requirements of our districts cannot be known on a time scale that long, the ability to meet those requirements has already been built into the plan for this network. This future-proofing is provided by two means. The first, in the near term (5-7 years), centers around the modulation optics selected by the East Central BOCES from the successful bidder. Many of the components in this equipment are modular, and the components selected will "light" most newly installed fiber links at 10,000 Mbps. However, the equipment itself is capable

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of more and when the time arrives that the 10,000 Mbps speed requires upgrading, a simple swap of one component at each site will allow the links to run at 100,000 Mbps. This incremental upgrade path will allow the East Central BOCES to operate the network in the most cost-efficient manner possible since it is a well-understood industry trend for the cost of these modules to decrease rapidly in price as the technology further matures. The second future-proofing method is an eventual upgrade of the equipment entirely. As the technology for data transmission further improves rates beyond even 100,000 Mbps will be possible and already are in use in smaller footprint environments than the East Central BOCES. When the time arrives that an upgrade of all equipment is required, the fiber installed by this project will be able to carry the newer and faster signaling standards. This again represents the most efficient operational method possible as the outside plant (fiber) installation represents nearly 90% of the overall cost of this project.

How Urgent is this Project?

It is difficult to overstate the urgency of resolving this problem. The use of data-hungry applications and devices in our districts grows every day. The democratizing force that the current generation of online services provides to our educators sets up a system of nearly permissionless experimentation. Districts, schools, and even individual educators can implement new services with very low friction, expanding the use of those that make positive impacts and quickly discarding those that do not. Add to that the various data dependant safety and health systems that our facilities have already begun deploying and what we have can be thought of in much the same way as a utility and a fundamental lack of bandwidth should be viewed in much the same way as a facility with inadequate electrical, heat, or plumbing.

The current VNETs network deployment contains links that regularly see utilization above 80%. The measurement of this utilization is based on industry standards that prioritize limiting the impact of the measurement on the systems that they are evaluating. What this means is that an 80% utilization level will almost certainly disguise shorter “burst” periods in which the network link is transmitting the maximum amount of data possible. Due to these “bursts”, it is common practice in the industry to upgrade links once they begin to display a greater than 50% utilization trend. Add on top of that a historical growth rate of more than 10% we can see that the existing infrastructure is poised for failure.

One of the factors which complicate the operation of a data network is the behavior of both the network itself and the systems attached to them when a catastrophic congestion event occurs. Due to the history and design of these types of communication systems, it is always understood by designers that some portions of a message between connected devices may be lost. The protocols running in our devices expect this and have mechanisms for detecting it and then requesting the missing data again. However, when the loss of the information is due to a congestion problem on the network rather than a more benign cause, it will result in portions of conversations to be lost for every single device on the network. This, in turn, will cause all of those devices to immediately begin requesting the missing data be retransmitted, which will then only overload the struggling network even further. This behavior effectively continues until connections or machines time out. It can result in the effective ability of a network to send data to decrease rapidly as the demand for it increases. Various management techniques are available for mitigating these types of scenarios. For example, identifying traffic which is more important and providing it prioritization. Any of these management solutions would require investment in additional equipment but even more importantly the expertise to operate it. And in any case, no configuration technique or method can resolve or make up for a fundamental lack of capacity. The process of selecting any traffic as more important also necessarily means that there is traffic which is also identified as less important and then requires continual monitoring to ensure correct identification.

It is not difficult to fathom that a crisis situation in an East Central BOCES member district which would require access to data connected devices to allow the situation to be rapidly and efficiently dealt with. What would also likely happen as news spread to surrounding districts would be a sharp uptick in their data usage as staff and students alike search for information about their neighbors. If the network these devices, systems, and people depend on were already carrying at or near its capacity, a sudden surge in demand would result in a catastrophic collapse which would result in becoming effectively unusable for any purpose. It is a situation such as this that we seek to avoid with this project.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The East Central BOCES currently maintains a budget area specifically for the VNETs project. Since the inception of the current phase of the VNETs network in 2005, the VNETs Steering Committee has been charged with supervising the project as a whole. This committee is made up of the East Central BOCES Executive Director, Director of Technology, Distance Learning Coordinator, and five superintendents from East Central BOCES member school districts. This committee reviews policy for the operation of the project as well as supervises its budget. As costs for operating the program fluctuate year over year, the Steering Committee reviews projected budgets and then makes a recommendation for the East Central BOCES Superintendents Advisory Council (SAC) to approve. Once approved in the SAC, the final proposal goes to the East Central BOCES Board of Education for approval.

The VNETs operating budget cost is divided among the participating school district who share equally in the cost. Although some districts may make higher use of the network due to their size, it is some of the smallest districts that are the most costly to serve due to their geography.

Once completed the newly installed wide area network infrastructure will be maintained by a network operations company. The actions they undertake in operating the network will be at the specific direction of the East Central BOCES as the network's owner. This is a model with the East Central BOCES is already familiar as we have been directing the provider of the current leased managed WAN service for more than 10 years. A distinction, however, between the existing leased model and the proposed ownership model is that if the East Central BOCES determines the operations contractor to be doing an insufficient job a replacement contractor can be hired with minimal disruption to the network. In a leased model replacing the operations, contractor means replacing the network in its entirety as well.

The upgraded network will bring changes in some aspects of the day to day operations, however, the underlying objectives will remain constant. The East Central BOCES will ensure that an operator with the appropriate skills is retained throughout the lifespan of the network's life to provide uninterrupted services to member districts. This operator will be responsible for the operation and management of the required electronics and additionally will provide periodic inspection on which the fiber is installed. Lastly, the operator will be responsible for providing locating services for the buried fiber in response to tickets received through Colorado's One-Call 811 service.

The East Central BOCES will additionally maintain a reserve within its VNETs program budget to address damages that may be caused to the network or to fund a change in the fiber path in the event of future construction requiring a portion of it to be relocated.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

***For purposes of this question, respond in reference to the network as the facility. Add some additional information about school facilities but focus on network.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Talk about upgrades to technology infrastructure.

- Talk about distance learning RUS upgrades

- Talk about ENA consortium

- Talk about district upgrades - e-rate supported wireless growth

- Talk about increase in device density, chromebooks and BYOD

- Upgrade of HVAC systems to become digitized

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What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

As described earlier in this application, investigations into options for resolving this deficiency have been underway for the better part of a decade. Other solutions considered were all either incomplete, could be described as band-aid fixes, or were out of range for our district's budgets. The lack of bids provided by the vendor community have been the driving factor in the decision to proceed with this project.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The VNETs Steering Committee has been charged with supervising the project as a whole. This committee is made up of the East Central BOCES Executive Director, Director of Technology, Distance Learning Coordinator, and five superintendents from East Central BOCES member school districts. This committee reviews policy for the operation of the project as well as supervises its budget. As costs for operating the program fluctuate year over year, the Steering Committee reviews projected budgets and then makes a recommendation for the East Central BOCES Superintendents Advisory Council (SAC) to approve. Once approved in the SAC, the final proposal goes to the East Central BOCES Board of Education for approval.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$1,142,421.67	CDE Minimum Match %:	47
Current Applicant Match:	\$10,281,794.99	Actual Match % Provided:	90
Current Project Request:	\$11,424,216.66	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	The majority of match funding for this project will be provided by the E-Rate program. The East Central BOCES discount percentage for the 2020-21 fiscal year is 76%. The award of 10% of the overall project cost from an eligible state program like the BEST grant, will result in an additional 10% funding from E-Rate. Totalling e-rate support at 86% and BEST funding at 10%, the remaining 4% will be covered by local funds from the BOCES budget for this program. Once the new WAN has been implemented we expect to realize savings by eliminating the need for other WAN transport links currently being purchased.	
Total of All Phases:	\$11,424,216.66	Escalation %:	2
Affected Sq Ft:	2,179,294	Construction Contingency %:	2.5
Affected Pupils:	5,836	Owner Contingency %:	4
Cost Per Sq Ft:	\$5.24	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.30	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$4.94	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,958	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	453	Who owns the Facility?	BOCES
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			

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The current VNETs network costs just over \$376,000 annually. This pays for the managed/leased service that has been in use since 2005. Once completed, the newly installed network will be owned by the East Central BOCES. This effectively means that the ECBOCES would no longer be renting the service. Replacing this lease cost will be operation and maintenance costs which have been bid by our 2019 successful vendor at 67,000 annually.

Financial Data (School District Applicants)

District FTE Count:	4,153	Bonded Debt Approved:	
Assessed Valuation:	\$48,183,650	Year(s) Bond Approved:	NA
PPAV:	\$155,108	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$2,279,615	Year(s) Bond Failed:	NA
Median Household Income:	\$50,773	Outstanding Bonded Debt:	\$3,249,943
Free Reduced Lunch %:	46.9666666666667	Total Bond Capacity:	\$9,636,730
Existing Bond Mill Levy:	5.46	Bond Capacity Remaining:	\$6,386,787
3yr Avg OMFAC/Pupil:	\$36.63		

● **Facilities Impacted by this Grant Application** ●

HANOVER 28 - Hanover Jr/Sr HS - Health & Safety Upgrades - Hanover Jr/Sr HS - 2004

District:	Auditor - Hanover 28
School Name:	Hanover Jr/Sr HS
Address:	17050 SOUTH PEYTON HIGHWAY
City:	COLORADO SPRINGS
Gross Area (SF):	65,000
Number of Buildings:	1
Replacement Value:	\$19,828,463
Condition Budget:	\$4,479,856
Total FCI:	0.23
Adequacy Index:	0.22



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,457,797	\$1,770,466	0.51
Equipment and Furnishings	\$525,316	\$109,724	0.21
Exterior Enclosure	\$3,984,048	\$0	0.00
Fire Protection	\$28,195	\$380,390	13.49
Furnishings	\$344,794	\$0	0.00
HVAC System	\$4,557,294	\$1,153,646	0.25
Interior Construction and Conveyance	\$2,672,227	\$1,151,123	0.43
Plumbing System	\$1,173,639	\$247,511	0.21
Site	\$1,149,405	\$34,454	0.03
Structure	\$1,935,750	\$0	0.00
Overall - Total	\$19,828,463	\$4,947,314	0.24

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Applicant Name: HANOVER 28

County: El Paso

Project Title: Hanover Jr/Sr HS - Health & Safety Upgrades

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

Hanover School District is a rural district in central Colorado. The district has a PK-12 student population of 260. Two primary facilities are currently used by the district for educational purposes; Prairie Heights Elementary School and Hanover Jr/Sr High School. A former school building has been decommissioned by the school district in 2007 and is not currently utilized by the district.

The district is currently engaged in the development of a district wide master plan. Evaluating safety and security, identifying deficiencies, establishing long term maintenance plans, and creating a vision for future education are the principle goals of the master plan. The master plan has completed the first two components of the master plan and seeks to complete the master plan by August 2020.

Deficiencies Associated with this Project:

As a part of an ongoing master plan process Hanover Jr/Sr High School has been evaluated by district staff and consulting professionals for code compliance, safety, security, student health and building integrity deficiencies. Hanover Junior-Senior High School exhibits deficiencies in safety, security, and HVAC. The main entry currently includes a vestibule with remote release access control on the interior doors of the vestibule. Unfortunately, the vestibule does not accommodate visual control of the entry by the district administrative staff and does not allow for verification of visitor identity before being granted access to the building. Two fire rated coiling shutters are not functioning correctly and were recently identified as requiring correction during a recent life safety inspection. Several mechanical units, boiler plant, and chiller plant are at the end of their service life and have failed to start on cold days leaving the school vulnerable to freezing temperatures and students attending in less than ideal conditions. One of the domestic water heaters has failed leaving the school with no redundancy should there be an issue with the second heater. The limited capabilities of the building control system and lack of alarm notifications also impacts the ability of the building to function properly. The power within the rural area is subject to surges and drops in power. An existing surge protection device has failed and should be replaced.

Proposed Solution to Address the Deficiencies Stated Above:

The district has hired an architectural firm with more than 30 years of experience working on public school facilities. The firm performed a district wide assessment of all the district facilities (exterior, interior, code compliance, and site conditions). Upon photo documentation and discussion of the identified items with the school district the firm ranked each deficiency based upon three criteria. 1) What is the problem or concern? 2) Failure Expectancy – When is the problem likely to occur? 3) Consequence – What happens when failure occurs? Each item and the corresponding score were reviewed with the district to confirm the findings. Scores of each item can range from 1 to 500 or more with the lower score items (closer to a score of 1) being more significant problems which have already failed or will fail in the next three years which will affect the building occupants. After review of those items the district prioritized the most pressing issue's to determine the needs for the school and discussed methods to resolve the deficiencies with the architectural and engineering team. The resulting solutions are as

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noted below.

Junior-Senior High School: 1) Provide a security vestibule renovation within the existing building. The expanded vestibule will allow visual control of visitors entering the building and allow identification to be verified, via the districts electronic scanning system and visual ID comparison, prior to entering the building. The distance between the vestibule doors will also decrease the ability for follow through activities. The security vestibule will include a bullet-resistant transaction window to a staffed reception area and intrusion resistant film will be applied to all new glazing within the vestibule and to the existing exterior glazing of the vestibule. 2) Fire rated coiling shutters will be replaced in kind to ensure life safety operability. 3) Replace domestic hot water heaters. 4) Replace hydronic boiler plant with high efficiency, phased boilers. 5) Replace building chiller with multiple phased chiller to increase efficiency and demand control. 6) Replace gymnasium HVAC units. 7) Provide DDC controls to all new and existing units for controllability and notification to district operations personnel. 8) Replace surge protection device on primary electrical panel and install new surge protection on critical electrical panel not currently protected.

How Urgent is this Project?

Hanover Junior-Senior High School is well within the whole building life expectancy for a building of its construction and age. The district currently maintains the buildings diligently however several necessary repairs are beyond the ability of the school district to implement as a part of yearly maintenance. The Junior-Senior High School mechanical systems are in urgent need of replacement with the boiler, chiller, and mechanical units at the end of their useful life. The building hydronic boilers frequently fail to startup. During two school days in January 2020 the boilers failed to start and students arrived to a building which was 58 degrees. The boilers should be replaced within the next year. If unable to be restarted through on-site repairs the district may need to cancel school until repairs are made. The remote location of the building creates difficulties in the ability to continually repair the boiler and mechanical system while also limiting the ability to contract for immediate repair service. This directly impacts the education of the students enrolled in the district. The chiller and HVAC units are at the end of their useful life and should be replaced in the next 1 to 3 years. A failure would impact the ability of the school to allow students in select areas of the school and would impact the ability of the district to deliver required educational components. The limited building controls system does not alert anyone to a failure of the heating system. This has caused pipes to freeze and burst damaging parts of the school. The gym air handling units leaks have already caused damage to the gym playing surface.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The current junior-senior high school building is a functional school building and is diligently maintained by the district. Hanover School District has a maintenance budget however funding shortfalls have limited the ability to effectively fund our maintenance plans. Hanover School District will develop a capital replacement plan that will set aside funds for the purpose of replacing major systems as they reach the end of their useful life expectancy. The district intends to follow manufacturer recommended maintenance plans and best practices to maintain the building systems through their expected life. The District will continue to perform annual inspections as a part of district procedures and will replace/repair worn parts as necessary. The award of this project will allow for a continued investment in the maintenance budget. The annualize budget for the capital replacement plan includes the following:

Boilers have a 25-year life span for a total cost of \$393,000 and annual cost of \$15720.

Air Cooled Chillers have a 25-year life span for a total cost of \$250,000 and annual cost of \$10,000.

Air Handlers have a 20-year life span for a total cost of \$275,000 and an annual cost of \$13,750.

Windows /Glazing have a 30-year life span for a total cost of \$15,000 and an annual cost of \$500.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Hanover Junior-Senior High School was constructed as a new school building in 2004. At the time of construction, it met all applicable codes for a public school building.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Hanover Junior-Senior High School is continuously maintained by the district and occupied by students and staff. Capital improvements to the building include a roofing replacement in 2018 due to hail damage, interior lighting LED retrofit in 2018, and strategic flooring replacements have occurred in 2019.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The school district will address the school's facility needs through a combination of annual budgeted capital improvement projects.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Our current budget addresses some of our facility's capital needs annually within its capacity. This information will be provided as soon

as it is calculated and available.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$2,344,590.00	CDE Minimum Match %:	25
Current Applicant Match:	\$260,510.00	Actual Match % Provided:	10
Current Project Request:	\$2,605,100.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve Fund
Future Grant Requests:	\$0.00		
Total of All Phases:	\$2,605,100.00	Escalation %:	6
Affected Sq Ft:	64,732	Construction Contingency %:	10
Affected Pupils:	133	Owner Contingency %:	5
Cost Per Sq Ft:	\$40.24	Historical Register?	No
Soft Costs Per Sq Ft:	\$4.77	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$35.47	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$19,587	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	487	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Financial Data (School District Applicants)

District FTE Count:	228	Bonded Debt Approved:	
Assessed Valuation:	\$36,796,342	Year(s) Bond Approved:	
PPAV:	\$161,387	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$504,110	Year(s) Bond Failed:	
Median Household Income:	\$60,511	Outstanding Bonded Debt:	\$4,095,000
Free Reduced Lunch %:	53.5	Total Bond Capacity:	\$7,359,268
Existing Bond Mill Levy:	24	Bond Capacity Remaining:	\$3,264,268
3yr Avg OMFAC/Pupil:	\$1,646.44		



BEST School District and BOCES Grant Waiver Application

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

The current school districts fund balance/ reserves is not enough to cover the cost of the full match percentage. With the reduction of the matching contribution, the district can cover the cost of the other critical improvements and repairs that are not covered by the grant.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$161,387.46

Weighted Rank: 2.47% of 5% max

[Empty text box]

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

Applicant’s Median Household Income: \$60,511.00

Weighted Rank: 9.52% of 15% max

[Empty text box]

C. 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.

Applicant’s FRED Percent: 53.5%

Weighted Rank: 8.09% of 20% max

[Empty text box]

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

Applicant’s Bond Elections: 0

Adjustment: 0% (-1% per attempt)

[Empty text box]

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

Applicant’s Bond Mill Levy: 24

Weighted Rank: .11% of 20% max

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

Applicant’s Remaining Bond Capacity: \$3,264,268.00
max

Weighted Rank: 3.93% of 20% max

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

District’s Unreserved General Fund: \$504,110.00
max

Weighted Rank: .56% of 20% max

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:

● **Facilities Impacted by this Grant Application** ●

HANOVER 28 - Prairie Heights ES - Health/Safety Upgrades - Prarie Heights ES - 2007

District:	Auditor - Hanover 28
School Name:	Prairie Heights ES
Address:	7930 INDIAN VILLAGE HEIGHTS
City:	FOUNTAIN
Gross Area (SF):	18,752
Number of Buildings:	5
Replacement Value:	\$3,972,825
Condition Budget:	\$1,588,537
Total FCI:	0.40
Adequacy Index:	0.24



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$747,215	\$384,910	0.52
Equipment and Furnishings	\$196,888	\$0	0.00
Exterior Enclosure	\$501,754	\$285,032	0.57
Fire Protection	\$147,802	\$0	0.00
HVAC System	\$334,852	\$296,743	0.89
Interior Construction and Conveyance	\$472,056	\$139,700	0.30
Plumbing System	\$98,009	\$40,013	0.41
Site	\$811,776	\$128,248	0.16
Special Construction	\$313,890	\$313,888	1.00
Structure	\$348,584	\$0	0.00
Overall - Total	\$3,972,825	\$1,588,534	0.40

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: HANOVER 28

County: El Paso

Project Title: Prairie Heights ES - Health/Safety Upgrades

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

Hanover School District is a rural district in central Colorado. The district has a PK-12 student population of 260. Two primary facilities are currently used by the district for educational purposes; Prairie Heights Elementary School and Hanover Jr/Sr High School. A former school building has been decommissioned by the school district in 2007 and is not currently utilized by the district.

The district is currently engaged in the development of a district wide master plan. Evaluating safety and security, identifying deficiencies, establishing long term maintenance plans, and creating a vision for future education are the principle goals of the master plan. The master plan has completed the first two components of the master plan and seeks to complete the master plan by August 2020.

Deficiencies Associated with this Project:

As a part of an ongoing master plan process Prairie Heights Elementary School has been evaluated by district staff and consulting professionals for code compliance, safety, security, student health and building integrity deficiencies. Deficiencies in several areas of safety, security, student health, and building integrity warrant immediate resolution. The main entry currently occurs through a vestibule of short length. Visitors enter the vestibule and can be detained, however visitors are unable to be directly observed and identification is processed remotely. The short depth of vestibule and the inability to fully observe visitors within the vestibule creates opportunities for multiple visitors to enter the building upon granted access. This compromises the security of the school. In addition to the security of the primary building, students regularly exit the building and traverse 50 yards across the site to access resources and classrooms located in modular buildings. The lack of a secure area of exit and travel is a concern for the students and staff. While site fencing is provide around the primary play area the fencing does not extend to create a secure student area to level which would be afforded by an fully enclosed building. Safety is also compromised by the inability of staff to communicate due to a non-operational public address system.

While served by a municipal water supply, the quality of the water poses concerns for student health and impacts the integrity of the buildings plumbing system. The building utilizes reverse osmosis water filtration systems at point of use drinking fountains to remove discoloration and smell from the potable water. A whole building water softener system is utilized to alleviate water PH levels, however significant corrosion of the building plumbing system is present. A water quality test is currently being performed to determine the elements in the water which are causing the smell, discoloration and corrosion issues.

Electrical power surges regularly compromise building electrical systems and the current surge protection device is at the end of its useful life. At the time of evaluation the surge protection device was not functional.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The integrity of the north bearing wall has been compromised in several locations and is evident in efflorescence on the exterior load bearing concrete masonry.

Proposed Solution to Address the Deficiencies Stated Above:

The district has hired an architectural firm with more than 30 years of experience working on public school facilities. The firm performed a district wide assessment of all the district facilities (exterior, interior, code compliance, and site conditions). Upon photo documentation and discussion of the identified items with the school district the firm ranked each deficiency based upon three criteria. 1) What is the problem or concern? 2) Failure Expectancy – When is the problem likely to occur? 3) Consequence – What happens when failure occurs? Each item and the corresponding score were reviewed with the district to confirm the findings. Scores of each item can range from 1 to 500 or more with the lower score items (closer to a score of 1) being more significant problems which have already failed or will fail in the next three years which will affect the building occupants. After review of those items the district prioritized the most pressing issue's to determine the needs for the school and discussed methods to resolve the deficiencies with the architectural and engineering team. The resulting solutions are as noted below.

Prairie Heights Elementary School: 1) Provide security vestibule addition to the existing building vestibule. The expanded vestibule will allow visual control of visitors entering the building and allow identification to be verified, via the districts electronic scanning system and visual ID comparison, prior to entering the building. An addition is necessary to provide the required accessible clearances while maintaining the integrity of the existing structure. An existing exterior window will be replaced with a glazed intrusion resistant transaction window. Intrusion resistant film will be provided at all existing and new vestibule glazing. 2) Intrusion resistant film will be applied to three other glazed exterior classroom doors and 2 other building access doors which are accessible to the exterior along the north wall. 3) The north building wall is to be cleaned of efflorescence, the parapet cap is to be re-sealed and the entire buildings split face concrete masonry unit exterior is to be coated with a water repellent sealer and graffiti coating. 4) Secure 6 feet tall chain-link fencing and gates are to be installed around two of the modular classrooms which are currently outside of the secure site area and are access by students and staff. 5) A whole building water filtration system will be installed on the buildings domestic water system to protect the internal building water systems and provide clearer drinking water for students and staff. The filtration of the water filtration system will be selected to remove any contaminants that are present within the forthcoming building water test. 6) Existing copper domestic water piping is to be replaced throughout the building. Domestic water piping will be replaced with PEX piping which is corrosion resistant. Walls and finishes which may be damaged as a result of the piping replacement will be repaired. 7) Replace surge protection device on main electrical gear. This will protect the existing mechanical equipment and the whole building water filtration system. 8) Replace PA/clock system head end for building communications.

How Urgent is this Project?

Prairie Heights Elementary School is well within the whole building life expectancy for a building of its construction and age. The district currently maintains the building diligently however several necessary repairs are beyond the ability of the school district to implement as a part of capital maintenance, components have reached the end of their useful life, and components of the building do not provide for the safe and secure environment required for current schools. The lack of visibility and identity control is an urgent security risk. An unidentified visitor entering the building would be a detrimental impact to the students and staff. In the event of a power surge the essential building equipment is vulnerable to electrical shorts or motor failures. The electrical surge protection should be replaced within the next 1-3 years to ensure the protection of the equipment. If the surge protection does not protect the primary systems those systems may require replacement or repair which would require the district to close the school until repairs were complete. At Prairie Heights Elementary School a secure site is urgently needed. Students circulating outside of the school is a daily threat that poses significant concern to the district. The lack of visibility and identity control prior to building entry is also an urgent security concern. Internal and external public address communication is currently not functioning and needs to be replaced immediately to meet district safety and security protocol.

The quality of water is a continual concern for parents, staff, and students. Bottled water is frequently used within the building out of those concerns. Students should not be afraid to drink water from drinking fountains or wash their hands with the school. Without a whole building filtration system and replacing pipes which have been exposed to potential contamination

BEST FY2020-21 GRANT APPLICATION SUMMARIES

the problem will continue to persist and impact the well being of the students and further degrade the plumbing systems. The school has already had to replace the domestic water heater which should last 10 to 15 years. The current water heater is 5 years old and is already showing signs of corrosion. In time the plumbing system will fail and cause damage to the interior of the building which ultimately will impact the ability of the district to deliver adequate education.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The current elementary school is a functional school building and is diligently maintained by the district. Hanover School District has a maintenance budget however funding shortfalls have limited the ability to effectively fund our maintenance plans. Hanover School District will develop a capital replacement plan that will set aside funds for the purpose of replacing major systems as they reach the end of their useful life expectancy. The district intends to follow manufacturer recommended maintenance plans and best practices to maintain the building systems through their expected life. The District will continue to perform annual inspections as a part of district procedures and will replace/repair worn parts as necessary. The award of this project will allow for a continued investment in the maintenance budget. The annualize budget for the capital replacement plan includes the following:

Miscellaneous Plumbing has a 25-year life span for a total cost of \$175,000 and an annual cost of \$7,000.

Windows /Glazing have a 30-year life span for a total cost of \$15,000 and an annual cost of \$500.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Prairie Heights Elementary School was constructed as a new school building in 2007. The elementary school replaced a previous facility which was located on the Jr/Sr high school site 20 miles east of its current location. At the time of construction, it met all applicable codes for a public school building. A total of four modular with 5 classrooms were added to the school site to accommodate enrollment increases, preschool program, and district administration offices. At the time of the modular classroom installation, they met all applicable building codes for public schools.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Prairie Heights Elementary School functions as the sole district elementary school, as well as, the district administration offices. The school is continually occupied by students and staff while being continuously maintained. Capital improvements to the school include the addition of 4 modular classroom buildings in 2012 and an interior lighting LED retrofit in 2017.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The school district will address the school's facility needs through a combination of annual budgeted capital improvement projects.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Our current budget addresses some of our facility's capital needs annually within its capacity. This information will be provided as soon as it is calculated.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$907,749.90	CDE Minimum Match %:	25
Current Applicant Match:	\$100,861.10	Actual Match % Provided:	10

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Current Project Request:	\$1,008,611.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve fund
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,008,611.00	Escalation %:	6
Affected Sq Ft:	12,789	Construction Contingency %:	10
Affected Pupils:	120	Owner Contingency %:	10
Cost Per Sq Ft:	\$78.87	Historical Register?	No
Soft Costs Per Sq Ft:	\$9.26	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$69.61	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$8,405	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	107	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	228	Bonded Debt Approved:	
Assessed Valuation:	\$36,796,342	Year(s) Bond Approved:	
PPAV:	\$161,387	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$504,110	Year(s) Bond Failed:	
Median Household Income:	\$60,511	Outstanding Bonded Debt:	\$4,095,000
Free Reduced Lunch %:	53.5	Total Bond Capacity:	\$7,359,268
Existing Bond Mill Levy:	24	Bond Capacity Remaining:	\$3,264,268
3yr Avg OMFAC/Pupil:	\$1,646.44		



BEST School District and BOCES Grant Waiver Application

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

The current school districts fund balance/ reserves is not enough to cover the cost of the full match percentage. With the reduction of the matching contribution, the district can cover the cost of the other critical improvements and repairs that are not covered by the grant.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$161,387.46

Weighted Rank: 2.47% of 5% max

[Empty text box]

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

Applicant’s Median Household Income: \$60,511.00

Weighted Rank: 9.52% of 15% max

[Empty text box]

C. 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.

Applicant’s FRED Percent: 53.5%

Weighted Rank: 8.09% of 20% max

[Empty text box]

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

Applicant’s Bond Elections: 0

Adjustment: 0% (-1% per attempt)

[Empty text box]

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

Applicant’s Bond Mill Levy: 24

Weighted Rank: .11% of 20% max

[Empty text box]

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.
Applicant's Remaining Bond Capacity: \$3,264,268.00 Weighted Rank: 3.93% of 20% max

G. The school district's unreserved fund balance as it relates to their overall budget.
District's Unreserved General Fund: \$504,110.00 Weighted Rank: .56% of 20% max

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:

● **Facilities Impacted by this Grant Application** ●

PEYTON 23 JT - Peyton Safety Upgrades - Peyton Career Technical Education Facility - 1957

District:	Auditor - Peyton 23 JT
School Name:	Peyton Career Technical Education Facility
Address:	18220 Main Street
City:	Peyton
Gross Area (SF):	43,667
Number of Buildings:	1
Replacement Value:	\$9,733,526
Condition Budget:	\$4,649,130
Total FCI:	0.48
Adequacy Index:	0.18



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,853,270	\$914,376	0.49
Equipment and Furnishings	\$124,171	\$154,571	1.24
Exterior Enclosure	\$1,438,621	\$598,454	0.42
Fire Protection	\$2,178	\$327,188	150.25
Furnishings	\$273,997	\$242,047	0.88
HVAC System	\$1,124,731	\$31,856	0.03
Interior Construction and Conveyance	\$1,874,852	\$1,564,879	0.83
Plumbing System	\$610,024	\$631,554	1.04
Site	\$932,097	\$511,391	0.55
Structure	\$1,499,584	\$30,000	0.02
Overall - Total	\$9,733,526	\$5,006,316	0.51

PEYTON 23 JT - Peyton Safety Upgrades - Peyton ES - 1994

District:	Auditor - Peyton 23 JT
School Name:	Peyton ES
Address:	13550 Bradshaw Road
City:	Peyton
Gross Area (SF):	41,276
Number of Buildings:	3
Replacement Value:	\$9,432,406
Condition Budget:	\$4,195,539
Total FCI:	0.44
Adequacy Index:	0.07



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,646,752	\$869,136	0.53
Equipment and Furnishings	\$210,365	\$262,956	1.25
Exterior Enclosure	\$1,315,171	\$726,551	0.55
Fire Protection	\$23,443	\$406,147	17.32
HVAC System	\$1,661,395	\$113,414	0.07
Interior Construction and Conveyance	\$1,665,756	\$836,587	0.50
Plumbing System	\$533,793	\$390,269	0.73
Site	\$1,165,980	\$937,325	0.80
Special Construction	\$106,586	\$53,293	0.50
Structure	\$1,103,165	\$6,011	0.01
Overall - Total	\$9,432,406	\$4,601,689	0.49

● **Facilities Impacted by this Grant Application** ●

PEYTON 23 JT - Peyton Safety Upgrades - Peyton Jr/Sr HS - 2005

District:	Auditor - Peyton 23 JT
School Name:	Peyton Jr/Sr HS
Address:	13885 Bradshaw Road
City:	Peyton
Gross Area (SF):	49,459
Number of Buildings:	6
Replacement Value:	\$13,538,414
Condition Budget:	\$2,538,726
Total FCI:	0.19
Adequacy Index:	0.08



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,020,865	\$645,213	0.32
Equipment and Furnishings	\$271,682	\$109,212	0.40
Exterior Enclosure	\$2,863,274	\$3,234	0.00
Fire Protection	\$475,062	\$13,271	0.03
Furnishings	\$703,775	\$0	0.00
HVAC System	\$1,367,254	\$821,699	0.60
Interior Construction and Conveyance	\$2,210,571	\$735,167	0.33
Plumbing System	\$682,015	\$25,497	0.04
Site	\$1,236,321	\$185,437	0.15
Special Construction	\$266,466	\$0	0.00
Structure	\$1,441,131	\$0	0.00
Overall - Total	\$13,538,414	\$2,538,730	0.19

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: PEYTON 23 JT

County: El Paso

Project Title: Peyton Safety Upgrades

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input checked="" type="checkbox"/> CTE: Safety / Security upgrades for all of our buildings, including the Career and Technical Education Facility. | | <input type="checkbox"/> Other: | |

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

The Peyton School District has been in existence since 1888. Until the 1990s, the school was a small k-12 school with fewer than 150 students, primary through 12th grade. In the 1990's a housing boom created the need for a new elementary school. By 1997, the numbers had grown to nearly 500 students. In 2004, there were enough students that the District was able to pass a Bond for a new high school. At its peak in 2006, the District held nearly 662 students. At this time, the District occupied three buildings. The elementary housed students from grades pre-school through 5th, the high school housed 262 students, and middle school students, grade 6-8 were housed in the oldest building. The oldest building was a creation of many different additions. The original 1957 K-12, seven room school house, the 1964, 1974, 1984 and 1997 portions. This is now what we call the Career Technical Education Facility (CTEF).

The District has always flirted with being as academically strong as the nearby districts (Academy, Lewis Palmer, and Manitou Springs), but as growth continued, or as the economy reduced our student body, we falter a little, only to rebound in subsequent years. The most recent recognition was from our elementary school which received the Governor's Distinguished Improvement Award.

The District has been noted for its substantial growth in reading scores at the elementary and has been invited by CDE to present to other schools of "how it should be done".

The District has been very competitive in the sports arena, but our accomplishments continue by having 14 students in our stringed orchestra; most who participate in the Colorado Springs Youth Symphony. Our Match Wits team has competed on the National arena most recently. The Board has always supported both athletics and the fine arts for all students.

Our most recent venture has been to create the MiLL. The Peyton School District and the Widefield School District, which are separated by three districts and 40 plus miles, have opened a 46,000 square foot facility where we offer students woods manufacturing, construction and welding courses. We have partnered with Red Rocks Community College, Pikes Peak Community College, Springs Rescue Mission and Catholic Charities to open the facility in the evening for adult classes. We are supported by over 100 national and international partners who support our efforts to educate students and prepare them for the workforce. The facility now has over \$3 million dollars of machinery donated by these corporations.

Our Hybrid Online Academy which helps students who struggle with the brick and mortar classrooms is growing each year and they have found their home in our CTEF building. We have been averaging over 30 students per year.

We just began our Peyton College Academy which works with the El Paso County's Homeschool population to get concurrent

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enrollment courses and other college courses through Pikes Peak Community College.

Peyton has played a big role in shaping the workforce development strategies for the Pikes Peak Business Education Alliance (PPBEA) and preparing students for internships and apprentices.

The District, through a BEST Grant was able to replace the rest of the roof deck at the CTEF building, known as The Career Technical Facility.

In 2017, the patrons of the Peyton School District approved a five year Mill Levy Override where the District will use 25% of the \$186,000 a year to directly assist the District for capital improvements. We have used this to help with the cost of the replacement of all the door/window jams at the elementary and needed repairs at the CTEF Building. With future Mill Levy Override Funds, our projects will be to repair or replace asphalt at the CTEF, Elementary, and Junior/Senior High School.

Deficiencies Associated with this Project:

1. Every year during our annual inspection by the State Division of Fire Prevention & Control and the contractor responsible for the inspection & maintenance, the inspectors tell us we need to upgrade the outdated system at our elementary school. There are several deficiencies with the current system, the most significant of them are listed:

- Repair / replacements parts are becoming more difficult to find and some parts are no longer available.
- We should have two dedicated phone lines from the panel, we have one shared line with the security system.
- Our strobes do not have the ability to be synchronized as currently required.
- We do not have speaker strobes to allow voice commands as required by current standards.
- Devices are not addressable, this means when a device is activated, the panel can only indicate a general part of the building (i.e.; north or south ends) and cannot give the specific location.
- Poor / incomplete smoke detector coverage.
- Incomplete control of roll up fire doors between the kitchen and cafeteria.

2. We have made multiple upgrades and changes moving all pedestrian traffic through the main entry at the high school. Our front office is not designed to allow proper supervision and security of the entry area, especially with the increased traffic. Once in the front door, there are no restrictions to accessing the unsecured student areas of the school. We need to provide for better visual observation of the exterior area and sidewalk at our main entry. Currently, our front sidewalk and entry doors are monitored by a small camera and buzzer system. The camera is only activated when someone presses the call button on the exterior unit. This unit has a very limited field of view and this is the only view of the exterior and interior entry area our school secretary has. We also need to provide visual observation and a customer service window to the area immediately inside our main entry doors. Currently there is no view of the interior area inside the main entry until the person walks into the front office or walks past the office door to the student areas.

3. Outdated and incomplete security alarm systems at all school sites. Our current alarm systems are not web based and our only user controls are at the numeric keypads. We do not have the capability to view who armed or disarmed the alarm system. We are limited to the number of pass codes, we have several staff members sharing a pass code and the pass codes have been in use for several years. We do not have the ability to suspend or terminate user pass codes in a timely manner. There are several areas including a large percentage of our school sites that cannot hear the alarm notification devices. Our current systems do not have the capability to support safety panic buttons for all staff members.

4. Safety panic buttons for staff members. Currently the only communication to alert the school to an emergency (with the exception of the fire alarm) is the PA or intercom systems. This system is basically a one way communication path from the school secretary to the classrooms, we cannot make any notifications to the school from any other location. The classrooms

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can page the secretary but if the secretary does not respond, there is no communication. Classrooms have phones but again, that only works when someone is there to answer the phone. If there is an emergency (medical, fight, weather, threat toward students, etc.) in a classroom or anywhere on campus, we need to be able to alert the rest of the school as quickly as possible. In our most recent safety drill with multiple agencies and in multiple school shootings, the front office was one of the first areas compromised, leaving a void in the communication. In an emergency, saving seconds and minutes can be lifesaving.

5. Access control systems for our school buildings. The access control system (fob system) at the high school is not operational. The software is no longer supported and the hardware is not compatible with new software. The system at the elementary is still operational but we have limited control or ability to make changes due to the software and hardware no longer being supported. We do not have an access control system at the CTEF building. Access times and areas cannot be limited or tracked by each employee. Access cannot be terminated in real time for lost keys or terminated employees. A terminated employee or a substitute that forgot to turn in their key has unlimited access. A lost key can be used by anyone at any time. Key systems do not prevent access during emergencies such as lock downs and lock outs. Rekeying and reissuing keys is expensive and time consuming. CTEF does not have protected keyways / key blanks and keys can be duplicated even when they are stamped "Do Not Duplicate". Keys are issued to off campus coaches and some community groups for seasonal or temporary access without the ability to restrict access by date or time.

Proposed Solution to Address the Deficiencies Stated Above:

1. Installing a new fire panel & equipment (alarm, detection and notification) system at the elementary school. The new system will provide:

- System will have a warranty and parts are currently available.
- Two dedicated phone lines for notification as required.
- Synchronized strobe devices.
- Speaker strobes for notification with voice command capabilities.
- Addressable devices to provide specific device and location of the alarm.
- Complete smoke / heat detection as required.
- Complete control of roll up fire doors between the kitchen and cafeteria

2. Minor remodel to create a secured entry foyer and service window at the high school. Adding two walls in our current entry area, a service window into the current counselor's office and moving the secretary into the counselor's office will make significant improvements in our security. Adding an interior wall with access controlled doors to separate the entry area from the student areas will provide additional security and reduce the chances of unauthorized access to students. Moving the secretary to the current counselor's office will provide window view of the parking lot, sidewalk and area approaching the front door. Installing a service window will provide the secretary view and service access to the entry foyer. The secretary will be able to view and assist visitors through the window as well as allow entry to the building for those authorized. The second interior wall will create the new counselor's office that will also have a view of the exterior area and the entry foyer.

3. A web based security alarm system for all school sites. Security alarm upgrades will allow real time monitoring and changing of alarm activity and authorizations. Every employee will have a unique pass code. Pass codes and authorizations can be changed easily and quickly. Controlling area and timed access by employees will be possible. Alarm notifications will be audible in all areas of our campuses. Alarm upgrades will also support personal panic buttons for all staff.

4. Safety panic buttons for all staff members. In the event of an emergency, any staff member can press and hold their personal panic button, this will set off the security alarm system and notify the appropriate personnel. The security alarm will

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activate the emergency response, i.e. lockdown. The notification can be sent to a preselected list, for example the administration, security team, other buildings, transportation as well as first responding agencies. The alert will include the school site and staff member(s) that activated the system. As the appropriate personnel determine the actual cause of the alarm, de-escalation or the need for additional help can be communicated. This system will drastically reduce the delays in communication and response as well as providing redundancy and flexibility since any staff member can activate the system from anywhere on campus, not just from the front office.

5. Replacing the inoperative access control system at the high school, the partially operational system at the elementary school and adding controls to the CTEF building will increase safety, flexibility and reduce overall operating costs. To keep costs manageable, we are not proposing access control on every classroom or door, we are planning on installing controls at all exterior access doors and primary corridor areas. Fobs for the access control system are issued to employees and can be programmed to allow or restrict access to areas and by time as needed. Every fob use or attempt is tracked and can be monitored. Not every employee needs access to all areas 24 x 7. Access control systems allow real time restrictions in emergencies, i.e., lock downs and lock outs. They can be triggered to remain locked or they can allow only certain authorized people or agencies access. A lost fob can be deactivated in real time. If a substitute or authorized visitor was provided a temporary fob and they forgot to turn it in, it would not work after hours and could be deactivated until it was returned. Off campus coaches and other community groups would be issued a fob and it would only be activated for the prearranged times they are authorized for. Rekeying and reissuing keys is very expensive and time consuming while reissuing a fob currently costs less than ten dollars and can be completed in minutes.

How Urgent is this Project?

Hopefully the actual need for security upgrades will never be fully realized but we must prepare. Increased feelings of safety & security by students, staff and community members could result in better performance and satisfaction. Some of the security upgrades could also have a deterrent effect.

1. Fire panel and system at the elementary school, some of the risks include delayed notification to the building occupants and the fire department. This could be from a delay in detecting a fire or the one and only shared phone line going down. Any delay in evacuating the building or fire fighter and EMS response could be devastating. Voice commands could reduce confusion during an emergency. Not knowing exactly which detection device activated the alarm can slow the response as well. A lack of availability of replacement parts can create voids in the protection and notification functions of our existing system. The school could face fines or restrictions if State Division of Fire Prevention and Control enforces or requires the updates.

2. Without fully controlling or restricting access to student areas, we risk student safety. Less control of the entry area could result in lower student achievement as students must feel safe and secure to reach their full potential academically. There are several possible worst case scenarios, but multiple uncomfortable or inconvenient interactions with unauthorized visitors in student areas are the most likely.

3. Incomplete and outdated security systems leave our facilities and occupants at risk. An emergency could be occurring and not all of the campus can hear the notification. Previous employees and community members may have alarm codes that still work. In the event of an unauthorized entry, we have no way to track who turned off or set the alarm systems. Our current system does not have the ability to support personal panic buttons for all staff members.

4. Insufficient communication from staff to administrators, safety team and first responders creates delays in help arriving from administration, medical, security teams and other first responders. Delayed responses in the event of an emergency can be devastating. Depending on the location of the emergency on campus and the availability of office staff, delays could be significantly long. Not putting our campus into a lock down mode in a timely manner puts our students at risk.

5. Relying on keys instead of access control systems for our exterior and main corridor door increases risks to our students, staff and facilities. Anyone with a key can access the facilities at any day or time, this includes lost keys and previous employees that have not turned in their keys. If the building is in a lock down or lock out mode, employees or anyone with keys can still open the exterior doors placing the building and occupants at risk.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The Peyton School Board has been adamant in putting money in the Capital Reserve Projects Fund even though the State allowed school districts to not replenish this account due to budgetary issues. The Peyton School Board believes it to be necessary to retaining money specifically designated to repurpose or replace aging facilities; therefore, lessening its dependence on grant such as the BEST Grant. The Maintenance Director and Superintendent have recently sat down to pencil out a timeline to replace or improve the needs that are an immediate problem for the buildings or facilities.

The District has budgeted over \$25,000 per year to capital improvements (The Superintendent has discussed with the Business Manager that we designate a line item that specifically addresses the maintenance and replacement of the security hardware we are requesting. The district believes that a \$6,000 allowance per year would provide the means to update our software as well as also have monies available to replace and purchase the necessary equipment to keep up with the technology updates of the hardware.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Elementary school original construction was 1994 with an addition in 1998. Three modular buildings have been added to the site. One modular is used for storage and the other two are used as classrooms. Jr. / Sr. high school original construction was 2004 with five modular classroom buildings added since then. CTEF building was originally constructed in 1954 with several additions performed since and one modular building used as storage. All three sites were designed and constructed as public school facilities. Overall the facilities are in good condition.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Elementary school capital improvements: Complete LED conversion in 2019. New security camera system in 2019. New roof on Modular # 3 in 2019. Driver & control units replaced for chiller and one boiler in 2019. All exterior doors, windows, hardware and frames replaced in 2018. Interior door latches, knobs, exit devices replaced to meet new requirements and building placed on a master key system in 2018. Upgrades to access control system for increased safety / security in 2018. 1,000,000 BTU boiler replaced in 2017. HVAC controls system updated in 2017.

Jr. / Sr. high school capital improvements: Complete LED conversion in 2019. New security fencing around modular buildings in 2019. New security camera system in 2019. New roof for Waste Water Treatment Plant in 2019. New drive chain for Waste Water Treatment Plant in 2019. Interior door latches, knobs, exit devices replaced to meet new requirements and building placed on a master key system in 2018. One HVAC unit replaced in Modular # 1. New well motor and pump in 2018. New HVAC control system in 2017. 1,000,000 BTU make up air unit replaced for the gymnasium in 2017.

CTEF capital improvements. New roof (approximately 60% of the facility) in 2019 through a BEST Grant (approximately 40% of roof was completed in 2015). Complete LED conversion in 2019. New security camera system in 2019. New fire panel system & devices installed 2018. All eleven rooftop HVAC units replaced in 2016. Added HVAC system for server room in 2016. Interior door latches, knobs, exit devices replaced to meet new requirements and placed on a building master key system in 2016. New make up air unit for wood shop in 2015. Three phase generator installed 2015.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

As noted earlier, we have completed several capital improvement projects to our facilities and only used a BEST grant for one of them (CTEF roof). Some of these projects have reduced our maintenance expenses and workload. The LED conversion has reduced our electrical utility expense. While some of these projects have freed up revenues for future projects, they have also reduced our capital reserves which is why we are seeking a BEST grant to help with these current projects. We researched some safety grant possibilities, but we were unsuccessful in finding one that we could qualify for that would address these

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projects. We were successful in securing funds through the School Distribution Grant that funded some safety programs including CPR training for staff. Other programs funded Stop the Bleed training for staff and some students. Securing the other funding sources frees up funds to match this BEST grant request.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district's practice is to transfer \$200,000.00 to capital outlay for the district, this is approximately \$319.49 per FTE. Recent capital projects have reduced maintenance time and material costs, i.e.; HVAC controls system, new doors, windows & frames at the elementary school, the district wide LED conversion (10 yr warranty on the new fixtures) reduces electrical use and eliminates changing bulbs, ballasts and cleaning bugs & debris from behind the lenses. The recent BEST roof project at CTEF significantly reduces time & materials repairing and cleaning up after roof leaks, these roof sections have a 20 yr warranty. Our current facilities Master Plan is out of date and we have been working to update it. Tim Kistler, the superintendent and Greg Land, the facilities director have been working to update the plan and lay out the capital needs for the next few years. The goal is to maximize the efficiency of the capital funds while addressing the highest priority items.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$95,841.60	CDE Minimum Match %:	52
Current Applicant Match:	\$103,828.40	Actual Match % Provided:	52
Current Project Request:	\$199,670.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	General Fund	
Total of All Phases:	\$199,670.00	Escalation %:	8
Affected Sq Ft:	142,516	Construction Contingency %:	8
Affected Pupils:	626	Owner Contingency %:	20
Cost Per Sq Ft:	\$1.40	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$1.40	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$319	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	237	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	578	Bonded Debt Approved:	
Assessed Valuation:	\$49,122,405	Year(s) Bond Approved:	
PPAV:	\$84,987	Bonded Debt Failed:	\$6,744,920
Unreserved Gen Fund 18-19:	\$1,334,848	Year(s) Bond Failed:	10,10,11,11

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Median Household Income:	\$82,252	Outstanding Bonded Debt:	\$1,635,000
Free Reduced Lunch %:	23.9	Total Bond Capacity:	\$9,824,481
Existing Bond Mill Levy:	4.65	Bond Capacity Remaining:	\$8,189,481
3yr Avg OMFAC/Pupil:	\$2,404.07		

● **Facilities Impacted by this Grant Application** ●

WIDEFIELD 3 - Widefield HS Health & Safety Upgrades - Widefield HS - 1958

District:	Auditor - Widefield 3
School Name:	Widefield HS
Address:	615 WIDEFIELD DRIVE
City:	COLORADO SPRINGS
Gross Area (SF):	216,805
Number of Buildings:	3
Replacement Value:	\$60,461,816
Condition Budget:	\$49,438,828
Total FCI:	0.82
Adequacy Index:	0.25



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$9,488,669	\$11,055,049	1.17
Equipment and Furnishings	\$2,312,339	\$1,694,878	0.73
Exterior Enclosure	\$6,886,343	\$3,952,946	0.57
Fire Protection	\$45,124	\$2,193,249	48.60
Furnishings	\$2,929,924	\$2,897,205	0.99
HVAC System	\$9,553,985	\$11,855,566	1.24
Interior Construction and Conveyance	\$9,733,148	\$8,443,685	0.87
Plumbing System	\$3,101,109	\$3,640,774	1.17
Site	\$7,049,121	\$5,671,483	0.80
Structure	\$9,362,052	\$173,014	0.02
Overall - Total	\$60,461,816	\$51,577,849	0.85

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Applicant Name: WIDEFIELD 3

County: El Paso

Project Title: Widefield HS Health & Safety Upgrades

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

Widefield School District 3 (WSD3) is a vibrant community located in the southeast side of Colorado Springs. Our Climate and Culture give a comforting small-town feel in a big city environment. We are a tight-knit community with generations of families who have graduated and come back to work in our district. Our 17 schools serve more than 9,500 students each year with a variety of educational programming. We pride ourselves on innovation and creating opportunities for students to succeed. Four of our schools have received innovation status from the Colorado Department of Education, which allows for unique educational programming, including STEAM (science, technology, engineering, arts and Mathematics), computer science and performing and visual arts. In partnership with Peyton School District, WSD3 opened the Manufacturing Industry Learning Lab (MILL) in the Fall of 2017. The MILL houses a manufacturing and construction program for high school students and is supported by more than 50 industry leaders world-wide. Our district saw a need to provide students who may not be college bound with a pathway that not only teaches them soft skills needed for life, but can provide jobs and improve Colorado's workforce. We recently passed a bond and mill levy override. It was the first time in 20 years that we went to voters for help and we are beyond thankful for their support. These measures helped build a new school, renovated and refreshed existing schools, and expanded educational programs to help retain and recruit high quality staff. Funding is also being used to update technology and improve safety and security. WSD3 mission statement: To Learn, Grow, Achieve: Every Child Every Classroom, Every Day. The following school buildings offer students and parents choice in education and will be directly affected by this grant: Widefield High School's mission is to develop students into successful contributors of a changing society, to help all students realize their potential within their academic and vocational goals, to foster ownership of and to allow their learning to be maximized through a diverse and comprehensive educational program in a safe, structured learning environment. Widefield High School is known for its performing arts programs, biomedical science and engineering pathways, and vocational education programs such as automotive, construction, manufacturing, and welding. The current maintenance of our existing fire alarm system is performed in house and by Johnson Controls, while maintenance on our boiler systems is performed in house by our boiler technician. Our boilers are inspected daily by our staff and annually by a licensed boiler technician in accordance with manufacturers' recommendations. WSD3 has performed intermittent fire alarm upgrades district wide over the past two decades; receiving this grant will allow us to complete these upgrades in their entirety.

Deficiencies Associated with this Project:

Modern schools must provide heating and cooling for the comfort of students and staff in order to facilitate an optimal learning environment. Our current boiler system in the original portion of the school does not provide this comfort and has become inefficient, unsafe, and detrimental to the learning environment. The existing boiler was installed in the 1950's and although functional, is outdated and far past its life expectancy. The current boiler contains asbestos and does not provide any redundancy, leaving students and staff exposed to failures and potential closures when this boiler eventually becomes inoperable. The health, safety, and security hazards of this current situation combined with the technological deficiencies of a boiler system that is over sixty years old are causing the need for a boiler replacement. Our current boiler system is not safe and is not up to date, making it a threat to the learning environment.

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There remains a large amount of asbestos throughout Widefield High School, the ceiling texture and some flooring and flooring mastic contain asbestos. The ceiling has many areas where you can see student fingerprints from students jumping and scraping the ceiling causing asbestos dust to be released in the air. Over the last few years we have had multiple incidents of the textured ceiling de-laminating falling onto the floor in corridors and classrooms. This causes an asbestos spill and releases asbestos dust into the air. The spill requires immediate attention from a licensed abatement contractor and partial or full containment and closure of portions of the school depending on the size of the spill. This directly impacts education and the students' ability to move freely throughout the campus.

The fire alarm system at Widefield High School is not code compliant. NFPA-72 requires both audible and visual notification devices. The notification devices that are installed are mostly audible only and are not installed in a code compliant fashion in regards to coverage and spacing. There is no smoke detection installed in Widefield High school and it is not a sprinkled building. The current state of the fire alarm system at Widefield High School poses a direct security hazard for staff and students. With inadequate audible, visual and initiating devices, the risk for a potentially hazardous situation is evident.

Widefield High School does not contain a building vestibule or "man trap" per the CDE Guidelines.

Proposed Solution to Address the Deficiencies Stated Above:

The district's goal is to install a new redundant boiler system, which will include new boilers, pumps, expansion tanks, controls, flues, piping and dampers. The recommended life expectancy of the new Lochinvar boiler system is 20 years. This will alleviate the deficiencies and the safety risks associated with a boiler system that was designed in the 1950's. The fact that our current boiler system is over sixty years old and still in functioning condition is a testament to our maintenance program. With that same philosophy, I'm confident we will outlast the recommended 20 year life expectancy of the Lochinvar boiler system.

In continuing to address the health, safety, and security hazards of our current situation, our solution also involves removing approximately 25,000 square feet of asbestos ceiling and 1,300 square yards of flooring containing asbestos. WSD3 will remove furniture and district property from the area and then an asbestos abatement contractor will take over the construction area and remove the asbestos per the asbestos abatement plan. After the abatement contractor has received final clearances we will take the area back over and install a new acoustical ceiling, new LED lighting and ceiling fans. This accessible ceiling will allow for the future installation of electrical, fire and HVAC pathways. The flooring will be replaced with carpet, VCT and ceramic tile depending on the location. We will also install a complete code compliant fire alarm system at Widefield High School. This system will include voice evacuation for occupant notification in conjunction with fire alarm strobes and code compliant smoke detection and pull stations. WSD3 will install a building vestibule or "man trap" per the CDE Capital Construction Guidelines. Our solutions will bolster the health, safety, and security for students and staff at Widefield High School and facilitate a better overall learning environment.

How Urgent is this Project?

The safety of our students and staff is our highest priority. The boiler is over 60 years old and it is failing. The inspection plate on the boiler has a visible crack, at times revealing visible steam from the area. There is concern that more dangerous colorless and odorless gases such as Carbon Monoxide could be present as well. The asbestos urgency speaks for itself, with the dangers of asbestos being well-documented. It is only a matter of time before we have our next unplanned spill. Having an abatement contractor on site within minutes is not always possible, so our students and staff are at risk every time we have a portion of the ceiling fall or when a student jumps up and scrapes the ceiling. Our staff does their best to contain the area until our abatement contractor arrives.

Widefield High School does not currently have a code compliant fire alarm system. The lack of a code compliant system puts our students and staff at risk every day and we are not providing a safe learning environment in that regard. All three of the items discussed, the boiler, fire alarm and asbestos are all beyond their useful lives and create health, safety, and security hazards for our students and staff due to their deficiencies. If WSD3 is not awarded the grant we would proceed with the necessary improvements, but not as soon as needed. With the approval of this grant we will perform these improvements within the next 18-24 months.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

WSD3 is a firm believer in the proper upkeep of district property to avoid future issues. Annual inspections for the fire alarm systems are budgeted to be performed by Johnson Controls. These inspections will be performed in compliance with NFPA 72. Boiler inspections are conducted on a daily basis by our staff and on an annual basis by a boiler technician per the manufacturer's recommendations. The current state of our existing fire alarm system and boiler is a testament to our dedication to preventative maintenance. These systems are past their useful life and we anticipate them being recommended for replacement per the CDE assessment. We plan on applying these same standards along with the daily and annual inspections to the new systems once they are installed to maximize their life. WSD3 uses School Dude as our work order system to address maintenance issues after they arise. By following manufacturers' recommendations for maintenance and scheduling regular inspections of the systems, we can extend their life and minimize the need for reactive maintenance. WSD3 budgets approximately 2 million dollars annually for capital improvements. That money is invested in our schools and prioritized with safety needs coming first, academic/instructional needs next and finally building needs. Fire alarm, asbestos and heat certainly qualify as safety needs, so they hold our highest priority in terms of funding. The proper funds will be allocated to maintain these systems and extend their useful life as long as possible.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Widefield School District 3 has built all of our schools as new facilities. Widefield High School was constructed in 1957, with additions occurring in

1958, the early 1960's, 1965, 1974 and numerous small additions since then. The current main high school building houses academic programs including science and vocational education, as well as the school's library and cafeteria. This main building is approximately 126,366 gross square feet. This building has undergone a series of additions and renovations throughout the years. The original building was built in 1957, with the first addition happening just a year later in 1958. This first addition currently houses the gymnasium, business and foreign language classrooms, special education classrooms, and the ROTC classroom. The second addition was built sometime in the early 1960's and currently comprises the north portion of the math area. The next addition currently comprises the south half of the math area, and was built in 1965. The next major addition was the library and science addition built in 1974. A number of other small additions were built throughout the years which include the electronics shop and English/Foreign Language classrooms south of the vocational wing. The school's two-storied area includes the English and Social Studies academic wing, and the basement area includes the journalism classroom and the custodial/mechanical office.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Widefield High School has received many capital improvements over the years. Over the past three years, we have performed interior remodels that include new carpet installation, painting, upgraded cabinetry, increased storage areas, asbestos abatement, a new gym floor, resurfacing of the track, and partial roofing replacement. We have performed both proactive and reactive asbestos abatement as required. All of our new flooring installations are performed with the inclusion of abating the existing material. In 2019 we installed a partial parking lot upgrade including new handicap parking spaces. All improvements made at Widefield High School have been made with school district funds and without Best Grant funding.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

In November 2017, WSD3 passed a bond. Funds from this bond have been budgeted to pay for a portion of our matching percentage. Receiving the Best Grant would allow us to use bond funds for other projects that would otherwise be deferred.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

WSD3 maintains an ongoing maintenance list for capital projects. When evaluating the funding for these projects, they are prioritized annually with safety needs coming first, academic/instructional needs second and building updates last. Input is provided by district administrators, building administrators, school board members, and facilities department staff in compiling this list as each brings a unique perspective. In fiscal year 2018-2019 approximately

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\$180 (per FTE) was spent out of the capital projects fund. WSD3 budgets approximately 2.1 million dollars annually in our Capital Projects Fund. This is a district wide figure as these funds are used for various projects in all of our facilities.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Electricity, \$126,652.00

Gas, \$79,851.00

Water/Sewer \$26,581.00

Waste Removal, \$3,924.00

The estimated annual energy cost of the existing boiler is \$54,000 and the annual energy cost of the new boiler system is \$38,328. This is an annual savings of approximately \$11,478.00.

Current Grant Request:	\$1,181,027.40	CDE Minimum Match %:	58
Current Applicant Match:	\$1,630,942.60	Actual Match % Provided:	58
Current Project Request:	\$2,811,970.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	Capital reserve/ Bond Election 2017	
Total of All Phases:	\$2,811,970.00	Escalation %:	5
Affected Sq Ft:	216,805	Construction Contingency %:	8
Affected Pupils:	1,260	Owner Contingency %:	6
Cost Per Sq Ft:	\$12.97	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.52	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$12.45	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$2,232	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	172	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

Financial Data (School District Applicants)

District FTE Count:	9,202	Bonded Debt Approved:	\$49,500,000
Assessed Valuation:	\$439,899,506	Year(s) Bond Approved:	17
PPAV:	\$47,805	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$18,651,703	Year(s) Bond Failed:	
Median Household Income:	\$66,919	Outstanding Bonded Debt:	\$54,865,000

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Free Reduced Lunch %:	43.7	Total Bond Capacity:	\$87,979,901
Existing Bond Mill Levy:	11.059	Bond Capacity Remaining:	\$33,114,901
3yr Avg OMFAC/Pupil:	\$2,936.21		

● **Facilities Impacted by this Grant Application** ●

Legacy Academy - ES/MS Safety & Security Upgrades - Legacy Academy Charter - 2006

District:	Auditor - Elizabeth School District
School Name:	Legacy Academy Charter
Address:	1975 LEGACY CIRCLE
City:	ELIZABETH
Gross Area (SF):	35,440
Number of Buildings:	2
Replacement Value:	\$9,230,855
Condition Budget:	\$2,243,543
Total FCI:	0.24
Adequacy Index:	0.24



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,543,277	\$595,096	0.39
Equipment and Furnishings	\$138,001	\$0	0.00
Exterior Enclosure	\$1,143,614	\$611,610	0.53
Fire Protection	\$332,122	\$0	0.00
Furnishings	\$170,964	\$0	0.00
HVAC System	\$797,312	\$731,141	0.92
Interior Construction and Conveyance	\$1,571,897	\$278,532	0.18
Plumbing System	\$453,076	\$27,165	0.06
Site	\$1,780,209	\$0	0.00
Special Construction	\$75,817	\$0	0.00
Structure	\$1,224,566	\$0	0.00
Overall - Total	\$9,230,855	\$2,243,544	0.24

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Applicant Name: Legacy Academy

County: Elbert

Project Title: ES/MS Safety & Security Upgrades

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: The stated reason for the non-award was because the “Public School Capital Construction Assistance Board (CCAB) scoring was below the funding line.” In reviewing the Board members’ review of the previous Legacy Academy award, 8 out of 9 reviewers recommen

Project Type:

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

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

History: Legacy Academy was started in 1997 by parents and community members who wanted a different public school option for their children. At the time, parents in the community wanted a school that offered all students “cultural literacy” by ensuring all students access to a scope and sequence that focused on key content students should learn at each grade level. An important value for Legacy Academy has been responding to its community and ensuring that it can provide the best educational program given what our community desires for their children. In 2011, with the support of the parent community, Board of Directors, and the Elizabeth School District, the school shifted from being a Core Knowledge school to becoming Colorado’s first iSchool.

Educational Programming: The mission of Legacy Academy is to guide students in developing their individual character and academic potential by providing opportunities for collaborative learning and hands-on experiences through the continuous surveying of modern technology, science, arts and extracurricular activities.

Academic Performance: Legacy Academy has been a high-performing public charter school offering families in the community a unique innovative option since the school opened in 1997. Since the Colorado Department of Education began issuing schools School Performance Frameworks (SPFs) as a means of assessing overall school performance and communicating student outcomes to families, Legacy Academy has maintained its full accreditation with the Elizabeth School District. Under the current system, Legacy Academy has received a Performance Plan rating for all but two of the last nine years since the rating system was implemented. Also noteworthy is the fact that the points the school has earned each year since 2016 have increased. In 2016, the school earned 60.5% of points, increasing to 73.1% in 2019.

Facilities: Maintenance Programs: Legacy Academy has worked diligently to be good stewards of the public funds with which it has been entrusted over the past 22 years. This includes ensuring that the facility that it owns is well cared for and maintained. This has also included maintaining an adequate budget to address ongoing maintenance needs and taking additional steps to care for and protect the facility. Each summer, the school takes care of annual projects such as floors, paint, and minor repairs. The school also does annual preventative maintenance on the school’s HVAC system and responsive maintenance when equipment has broken and needs repair or replacement. Legacy Academy employs a full-time maintenance person who handles day-to-day maintenance and custodial needs.

Past Capital Construction Projects: The school has not had the resources to do any major capital construction projects until this time. In order to address the need for more space, a modular classroom was installed on the school’s property a number of years ago; it is currently being used as a gifted and talented classroom and music room.

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It is important to note that the school is in the midst of building an addition onto the school; Legacy Academy is not requesting any funding from the BEST Grant Program for building the addition. The need to move the school's administrative offices to the front of the building in order to better control access and security through the front/main entrance served as a catalyst for that expansion. The space at the front of the building where the new administrative offices will go are currently classrooms. Simply moving those classrooms to where the administrative offices are now was not an option due to the configuration of that space (long and narrow, not suitable for classrooms). The school has secured bond financing for the addition, so the only funding being requested through this BEST Grant proposal is to address the various safety and security needs throughout the facility.

Deficiencies Associated with this Project:

A number of significant safety and security deficiencies in the current building have led Legacy Academy to pursue a BEST Grant. The most pressing deficiencies is the front office relocation and building access issues because the current configuration poses a major safety threat; however, there are several other safety needs that the school is working to address including a private and accessible emergency care/health room, a safe and secured entrance to the before and after school care room, special education space that is safe and conducive to the learning needs of students with more significant needs, a school-wide voice emergency evacuation system, and a school-wide control access system for increased safety and security. Each of these items is detailed below.

Deficiency: Building Access and Location of Administrative Offices

The current front entrance configuration and administrative office location is completely inadequate and needs to be addressed as soon as possible. The front office is not located at the front of the building and so the front office staff does not have a direct visual on anyone coming or going from the front entrance of the building. This is out of compliance with CDE Guidelines 4.1.11.9.1 and 4.1.11.9.3. The school has installed a front entrance camera, intercom, and buzzer system, but it is a small and inadequate fix for a situation that requires significant renovation and movement of spaces to increase security and safety. The screen on which the front office staff see the person who is at the door is about 2 inches by 3 inches. If the person in the screen is not recognizable, the front office person has no choice but to get up, open the front door, essentially creating access to the school, simply to have a conversation with someone about why they are at the school. If someone else (e.g. a student, staff member, or another visitor) lets someone in the building (typically because they don't know any better), that person is in the school immediately and the front office and security staff still do not have an immediate visual on the person in the building. See attached photos for the amount of space between the front entrance and the office. We have had several incidents where parents have entered the building who were either intoxicated or where a restraining order is in place and the school does not have the proper physical configuration to effectively address these safety issues. The school currently has at least three families where a restraining order is in place on one of the parents and the current system provides no way for the school to effectively manage that reality. The current building entry system simply does not work from a safety standpoint and is unacceptable in an era where school shootings or other threats feel like real possibilities to those of us working in schools.

Deficiency: Emergency Care / Health Room

The school's current emergency care / health room is tucked into the administrative office space. The main deficiency of this space is that it is around several tight corners; in a true emergency situation, first responders cannot get into the health room space with a stretcher. This has created a real issue in the past and the school needs a space that is easily accessible to first responders. A secondary deficiency is that the space is small and lacks privacy. There is no door and the space opens to the front office reception area and administrative hallways. When a student is really sick or an older, middle school student is talking with the health aide about something sensitive, it is nearly impossible to ensure the student's privacy. This violates the confidentiality of the students being treated and the health code standard put forth by the Department of Public Health CDE Guideline 4.1.14. Finally, the emergency care/health room lacks on-site laundry capacity. This means that school office staff must take home all soiled and used linens (ice pack pouches, used pillowcases, blankets, and more) and use their own personal washing machines to clean and disinfect these items.

Deficiency: Before and After School Care Room

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The room in which before and after school care is provided does not have direct exterior access or a secure entry system. As a result, the provider has no way to control entry into the building when parents are dropping off early in the morning or picking up in the evening. Typically, someone from the front office will let a parent/guardian into the building based on sight, but this creates a safety and security risk. On some occasions, no one is around to let a parent/guardian in and so the before/after school care provider has no choice but to leave the students unattended momentarily while he or she goes to the front door and lets the person in (using the same process defined above – making a judgment based on sight and having no way to determine if someone should be there without first providing access to the entire building). Fortunately, the before and after school care space is close to the front entrance, but these access deficiencies create a safety risk for the entire school building.

Deficiency: Inadequate Special Needs Classroom Space

The current special education space includes a series of small offices and work spaces that are inadequate for fully meeting students' needs, particularly those with more significant needs. The school currently serves five students who are on the autism spectrum and two of those have fairly significant needs. The school special education staff needs adequate and safe space to work with those students effectively. In addition, because this space is also shared with the counseling staff, the mental health team does not always have access to adequate, confidential space for working with students.

Deficiency: Lack of Voice Evacuation System

Legacy Academy has a fire alarm system, but it does not comply with new educational building code requirements for event alerting and notification (EAN) system, including a voice evacuation system (section 1101.1 of the 2015 International Existing Building Code). In other words, when an alarm is triggered – whether as part of a drill or in a true emergency – the system must use voice commands to notify those in the building of what to do. Voice evacuation systems are also being required by the Colorado Division of Fire Prevention (CDFP). This is a safety deficiency and a building code issue that must be addressed.

Deficiency: Lack of Schoolwide Access Control System

The school currently lacks a schoolwide access control system, which is a technology-driven system for managing access to various spaces within the school through a key card system. The school currently relies on traditional keys and staff being "buzzed in" to the front and side entrances. Traditional keys create additional security risks as they can easily be copied at the local hardware store and if lost or misplaced, can end up in the wrong hands and provide someone with access to the entire school building. The only workaround when a key is lost is to re-key the building, which is costly and time-consuming. In contrast, a lost key card or the key card for a disgruntled employee can easily be deactivated.

Proposed Solution to Address the Deficiencies Stated Above:

Solution: Building Access and Location of Administrative Offices

The solution to the school's building access deficiency is to relocate the administrative offices to the front of the building and reconfigure the front entrance system. In the proposed plans, much of the current front entrance hallway becomes a vestibule. The first set of doors are unlocked during school hours, but a visitor cannot get into the school and must remain in the vestibule until they have talked with a front office staff member (face to face, but through bullet-resistant glass, similar to what is used in banks). At that point, the front office staff can effectively evaluate any safety risk posed by the visitor - whether a stranger who has no reason to be at the school, an intoxicated parent, or a parent with a restraining order or custody issue who should not be picking up a student (all situations the school has faced in the existing space once the person already had gained access to the whole building).

Once visitors have completed the RAPTOR background check from the vestibule, then they would be admitted into the door that leads into the administrative office area. From there, they can proceed into meeting in the administrative area or go through another door to enter into the central school corridor. Before they go through that door into the central corridor, they also pass by the office of the school's security person, which offers another level of safety and security in the building access system. The reconfiguration of administrative office spaces also has the security person's office facing out into that main corridor with a window that provides a line of sight down down the corridor to the east and another window that faces into the corridor on the west side. This would significantly enhance the safety and security of the building. The space

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previously used for administrative offices would be repurposed for gym storage, coaches' offices, and dressing rooms connected to the gymnasium allowing for greater student privacy when changing before and after gym class and/or games. This allocation of space does not fall within the scope of the grant being requested.

Solution: Emergency Care / Health Room

Moving the administrative offices to the front of the building gives the school the opportunity to remedy the current unsafe situation with the health room. The health room would be designed with its own bathroom and a door that can be closed for privacy when needed. Most importantly, the health room has an egress door directly to the outside of the building that could be used in the case of a medical evacuation. This would prevent the situation previously experienced when first responders could not get in or out of the health room with a stretcher in an emergency. This also allows parents of sick children to exit the building directly without further exposing students and staff through general entrances and exits.

Solution: Before and After School Care Room

The proposed solution to the safe access issue with the before and after school care room is to move that room to the southeast corner of the current facility and install a secured entrance directly to the outside. This would allow parents to drop off and pick up their children through that entrance point, rather than needing to gain access to the entire building. In addition, because the exterior door is directly into the classroom, the teacher providing before and after school care does not have to leave the children momentarily unsupervised to answer the door. The door would have a camera system with audio so the teacher could interact with the person seeking access to the room without opening the door. This allows the teacher to evaluate who is there before allowing access to the space and the students inside. The space previously occupied by the before and after school care room would become the school's library. The library renovation does not fall within the scope of the grant being requested.

Solution: Inadequate Special Needs Classroom Space

Under the proposed plans, the special education space that currently consists of a number of small offices would move to a classroom on the south side of the existing space (currently an art classroom). Within this space, the classroom would be reconfigured to create a small group work space and two special education offices. This would give the special education team more flexibility in working with students with special needs - they can either work with the student one-on-one in one of the two offices or work with several students at once in the larger work space. Having this flexibility through a variety of spaces in which to work with students will improve educational services provided to students and improve safety, especially when working with students who are on the autism spectrum. Based on the day, the student may do better working one-on-one or in a small group with other students. This space would allow students and staff that flexibility. The space previously occupied by the special education team would become a part of the new administrative space.

Solution: Lack of Voice Evacuation System

With the larger construction project of expanding the existing building (not being covered through this BEST Grant proposal), the school recognizes the need to upgrade its entire fire emergency evacuation system. Requirements for schools have changed and schools are now required to install an event alert and notification (EAN) system (section 1101.1 of the 2015 International Existing Building Code (IEBC)). Voice evacuation systems are also being required by the Colorado Division of Fire Prevention (CDFP). An EAN system 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. In addition, when the fire alarm is activated (whether for a drill or in a true emergency), the system not only blares the loud siren, but a voice is also projected throughout the school telling students and staff to evacuate the building. This improves the safety of the emergency response system. Legacy Academy seeks funds to upgrade its alarm system throughout the existing space to ensure the safest possible evacuation device. The amount included in the budget (\$80,000) only covers the cost of upgrading the evacuation/alarm system in the existing building. The cost of putting this type of system in the new addition is included in that overall budget and not reflected in the grant budget.

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Solution: Lack of Schoolwide Access Control System

The proposed solution to this deficiency is to install a schoolwide access control system that can be used by school employees. This has a number of benefits, including being able to electronically control who has access to which spaces and at what times. In addition, unlike traditional keys, access control system key cards cannot be duplicated. If a card is lost or if an employee is terminated, that key card is simply deactivated and the risk of someone continuing to access the building is completely eliminated. Finally, an access control system allows the system manager to easily see which employee's card was used to enter the building if there ever were a break-in or some other violation.

How Urgent is this Project?

Urgency: Building Access and Location of Administrative Offices

This component of the BEST Grant proposal is the most urgent and absolutely must be addressed before the start of the 2020-21 school year. If this project is not awarded, the school will still need to do the renovation that allows for a secured front entrance and moves the administrative offices to the front of the building. If not funded, the school would be forced to borrow more money to fund the renovations, which will extend the school's debt to a level that is no longer prudent or fiscally responsible. Repayment of more debt diverts money from the classroom and makes it harder for the school to effectively compensate staff, meet students' instructional needs, and more. However, addressing this safety and security issue is a non-negotiable and must be addressed prior to August 2020 when the new school year begins.

Urgency: Emergency Care / Health Room

Similar to the building access and administrative office issue described above, this is a health and safety issue with high urgency that must be addressed before the start of the 2020-21 school year. If the BEST Grant is not awarded, the cost of this move would also be paid for through taking out more debt, ultimately diverting funding from the classroom.

Urgency: Before and After School Care Room

The before and after school care access issues have a high level of urgency. If the grant is not funded, the school will have to borrow additional money to cover the cost of these needed changes. While this is not ideal, we cannot continue carrying the risk of letting families in and out of the building in an unsecured manner or leaving students unsupervised to open the front door for families.

Urgency: Inadequate Special Needs Classroom Space

This project also has a high level of urgency. Because the administrative offices are moving to the front of the building this summer, the current special education space would be displaced, regardless of the funding from this grant. However, without the funding needed to renovate the classroom into which the special ed team would be moving, the space would remain as one large classroom. Teachers would have desks against the walls in the room, but the school would not be able to pay for renovations that would allow for two offices and the small group work space defined above. This would actually make the space for the school's students with special needs less safe and conducive to learning that it is currently. All of these projects are interconnected and the urgency of the front entry access and administrative office location makes this project a true necessity.

Urgency: Lack of Voice Evacuation System

The voice evacuation system is urgent as the proposed renovations to the school and the new addition will not receive a certificate of occupancy without this upgraded safety system in place. By doing the essential renovations to the building entry system, the school must also address the voice evacuation system. This is an essential safety feature that must be added to the existing fire alarm system to comply with section 1101.1 of the 2015 International Existing Building Code (IEBC).

Urgency: Lack of Schoolwide Access Control System

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The level of urgency for a schoolwide access control system is moderate. If the grant is not funded, the school will most likely scale back the access control implementation until money can be saved to purchase and install a comprehensive access control system.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

Legacy Academy is fully committed to providing diligent maintenance for the school's facility, including the newly renovated space, to ensure that it can effectively meet the needs of the school and students for decades to come. The school dedicates adequate resources in its annual budget to both maintenance and custodial services. For example, in the school's current budget (fiscal year ending June 30, 2020), the school has allocated \$51,000 for building maintenance and \$76,000 of salaries and benefits for the school's facility manager who provides maintenance and custodial services. Having sufficient funds budgeted in these areas means that when there are maintenance needs - whether preventative (e.g. servicing of the HVAC units annually) or reactive (fixing equipment and spaces when things break or are worn) - the school has the funds to address these needs. Similarly, having a dedicated facility manager ensures that the facility is well-cleaned daily and deep-cleaned on a periodic basis (typically over school breaks - fall break, winter break, spring break, and summer break). As noted previously, the school also engages in cleaning of carpets, painting, and refinishing of the floors annually in order to extend the life of the facility. Last, the school is committed to conservative budgeting and building an operating / emergency reserve for ongoing capital maintenance needs. While this reserve will be significantly reduced at the end of this project (even if a BEST Grant is awarded and the school's waiver request is granted), the school will work to rebuild this through prudent financial planning. We are already planning now for roof and HVAC replacements that we anticipate will be needed in the next three to five years. Having a healthy unrestricted reserve allows the school to be responsive when larger capital expenses are incurred. This reserve would also eventually provide a foundation for full replacement of the building in several more decades, if that is needed.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Legacy Academy originally applied for charter status just a couple years after the Colorado Charter School Act was passed in 1993; the school was approved to open and began serving students in 1997. The school originally opened as Elbert County Charter Academy. After several successful years of operation, the school was in a position to finance and construct a new facility. This led to the school's current facility, which it constructed in 2004. The school was only 7 years old when the existing facility was constructed, so funds were tight and the school made the most of the funding it had. Several compromises were made in the construction and none of these have been remedied due to the economic crisis that happened in 2008, the reductions in school funding due to the negative factor that still remain in place, and Legacy Academy's inability to take advantage of bond funding through a ballot question.

In addition, it is worth noting that the needs of the school and the reality of the environment in which public schools operate has changed dramatically over the past 15 to 20 years. Since the school opened in 1997 and the current facility was constructed in 2004, there has been significant development in the area. The population of Elbert County has increased by 32% from 19,872 in 2000 to 26,282 in 2018. Similarly, the population of Douglas County (the home county of many of our students) has nearly doubled going from 175,766 in 2000 to 342,776 in 2018. While the town of Elizabeth still maintains its rural feel, there's no question that "the city" is coming to us through all this development.

Legacy Academy also went through a transformation over this 15-year period going from a "back to basics" Core Knowledge school to a full technology-integrated iSchool. The result of this is that the school is in high demand in the community. Families know that technology is essential for students' long-term success in both education and the workforce and they value an innovative program like the one offered at Legacy Academy. With enrollment over 400, Legacy Academy is drawing students from all over Douglas and Elbert Counties.

In addition to these local changes, the safety needs of schools have evolved dramatically over the past 15 years. In 2004 when Legacy Academy constructed its existing building, school shootings were still an anomaly. The country was still reverberating

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from the shootings at Columbine High School in Littleton and no one would have imagined that such tragedies would become as commonplace as they are today. Needless to say, the obligation and necessity for schools to be designed for enhanced safety and security is essential today. Legacy Academy seeks BEST funding to address safety needs that are both urgent and essential for a public school.

1. Population data taken from the U.S. Census Bureau's American Fact Finder:

<https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>.

2. A number of news articles point to increased crime and violence tied to illegal marijuana operations in the county:

<https://www.denverpost.com/2017/11/09/men-shot-killed-illegal-marijuana-grow-elbert-county/>

<https://www.denverpost.com/2017/09/06/elbert-county-man-144-years-murdering-marijuana-business-partner-igniting-wildfire/>

<https://denver.cbslocal.com/2018/09/20/elbert-county-asks-state-for-funding-to-crack-down-on-illegal-marijuana/>

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

As noted previously, it has been challenging to significantly alter aspects of the building that have been flawed or insufficient when the facility was initially constructed due to lack of funding. While per pupil revenue is slowly rebounding from the economic crisis of 2008, all schools continue to be impacted by the negative factor that is still in place.

Nonetheless, Legacy Academy has continually tried to address the needs of the building, particularly those that impact student safety and security. Over the past four to five years, the school has made several changes to improve school security. This includes installation of a front door video camera and buzzer entry system. This system is still not ideal because it is difficult to see the image on the small 2"x3" camera screen and the audio communication is challenging; when there is concern, someone from the office still has to walk to the front and open the door to communicate with someone there, thereby opening up access to the entire facility without first being able to determine if the person poses any sort of threat. In addition, the school has installed some security cameras, a new phone system, and intercom system throughout the school. Four years ago, the local sheriff's office donated a RAPTOR system to the school, which allows the school to do a quick background check on all visitors using their photo ID. It screens for sex offenders, alerts staff of custody violations, and provides school-wide reporting of all visitors. The problem at Legacy Academy is that the visitor has to be fully in the building to use the RAPTOR system; the school needs to be able to do this screening prior to giving access to the building. Finally, just last year, the school purchased an upgraded UHF radio system that allows better communication and also connects with the school's intercom system in the case of an emergency.

Outside of safety and security improvements, the school converted all interior and exterior lights to LED during the 2016-17 school year to save money and energy. Lights were also tied to motion sensors so the lights in classrooms go off when they are empty. At the start of the 2017-18 school year, new locks were purchased for 5th through 8th grade students and the school's modular classroom received a new roof and new skirting. The school's paved parking lots and driveways were also resealed and restriped around that time.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Legacy Academy has put significant effort into fundraising for the school, but has not had much success in identifying other opportunities to support the school in addressing its current facility needs. Many foundations do not provide capital support and for those that do, they often only focus on schools in more urban areas or with higher percentages of students who are eligible for the free and reduced lunch program. Even securing program grants has been challenging as the school does not have staff dedicated to fundraising so administrators or teachers have to find time to pursue these opportunities in addition to their regular responsibilities. In the school's experience, many of these fundraising opportunities require a skill set (e.g. grant writing) and time that staff members do not have.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

What the school has been doing is budgeting conservatively and faithfully building its operating reserve for the past 20 years. It is this responsible budgeting and planning that is allowing the school to finance the construction of a new addition for the building that will address the school's overcrowding. That construction project (which is not part of this BEST Grant proposal) is underway and will be completed by late summer 2020 so the new space can be used for the 2020-21 school year. The school is using a significant portion of its reserves and financing capacity to fund that project, which has a guaranteed maximum price of \$4,270,000, excluding the alternates. So the school is investing a significant amount of its own resources into funding the school's capital needs. The only items being requested through the BEST Grant are those that are directly tied to safety and security needs.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

For building repairs and maintenance, the school has budgeted and anticipates spending \$51,000 in the current fiscal year (FY20). This is an increase from FY19 when the school only spent \$16,288. Legacy Academy anticipates continuing to spend around \$50,000 per year on maintenance and repairs to ensure that all preventative and responsive maintenance needs are met. In FY19, the school spent \$88,208 on facility improvements; that number increased in FY20 to \$355,112 due to the expansion to accommodate overcrowding. Last, the school's debt service is currently at \$633,786 per year; this reflects an increase from prior fiscal years in which it has been \$496,107 per year. The increase is due to the financing that was required to build the addition that is addressing the school's overcrowding.

In summary, Legacy Academy's capital outlay in FY19 was \$600,603, which is \$1,517 per FTE (based on FY19 enrollment of 396 FTE). Due to the expansion, capital outlay in FY20 is higher. Total capital outlay in the current fiscal year is \$1,039,898, which is \$2,410 per FTE (based on FY20 enrollment of 431.5 FTE).

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A - The expenses are not relevant to the safety and security improvements included in this proposal and the school does not anticipate changes to these expenses.

Current Grant Request:	\$395,124.18	CDE Minimum Match %:	81
Current Applicant Match:	\$203,548.82	Actual Match % Provided:	34
Current Project Request:	\$598,673.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Charter School Reserves
Future Grant Requests:	\$0.00		
Total of All Phases:	\$598,673.00	Escalation %:	0
Affected Sq Ft:	6,027	Construction Contingency %:	3
Affected Pupils:	465	Owner Contingency %:	0
Cost Per Sq Ft:	\$99.33	Historical Register?	No
Soft Costs Per Sq Ft:	\$19.85	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$79.48	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$1,287	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	80	Who owns the Facility?	Charter School
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			

BEST FY2020-21 GRANT APPLICATION SUMMARIES

N/A - The school is not using financing or a utility cost savings contract as a source of the match.

Financial Data (Charter Applicants)

Authorizer Min Match %:	76.63	CEFCA or financing attempts:	3
< 10% district bond capacity?	N	Enrollment as % of district:	20.91
Authorizer Bond Attempts:	0	Free Reduced Lunch %	14
Authorizer MLO Attempts:	0	% of PPR on Facilities:	18
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	29
3yr Avg OMFAC/Pupil:	\$1,650.40	FY19-20 CSCC Allocation:	\$120,221.43

Who will facility revert to if school ceases to exist?

The school's charter contract with the Elizabeth School District defines what happens to the school's facility if Legacy Academy were to relocate or cease to exist. Specifically, the contract notes that if the school were to receive an offer from a third party to purchase the building, the school is legally obligated to give the school district an opportunity to purchase the building for the same price, less the brokerage fee (right of first refusal). If the school were to violate this requirement, it would be considered a material breach of the charter contract and the district would have the authority to terminate the charter contract. In the event that the school ceases operations for any reason – whether voluntarily or due to non-renewal or revocation of the charter, the School District assumes control of all of the school's assets, including the building.

The Elizabeth School District has conducted an audit of the Legacy Academy building and they believe that they could repurpose the building if the facility were to become the property of the school district. So in short, if the charter school relocates or ceases to exist, the facility would become the property of the Elizabeth School District.

BEST Charter School Grant Waiver Application

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

Legacy Academy is requesting a waiver to the CDE-required matching contribution of 81% because it would be fiscally irresponsible of the school to take that much out of reserves or further increase its debt service. An 81% match would require the school to contribute \$484,925 towards the total safety and security project cost of \$598,673. The most the school feels it can contribute towards the match requirement is \$200,000, which reflects approximately 34% of project costs. The only alternative the school would face if the match were higher than this would be to dip further into reserves or to incur additional debit, both of which the school's Board of Directors feels would be fiscally irresponsible. To incur more debt through a loan that would be required to meet the match would result in the school's overall facility expenses exceeding 15% in future years; to dip into the remaining unrestricted operating reserve would mean that the school would have less than one month of operating expenses in reserve. Further reducing the reserve would also make it difficult for the school to meet the requirements of C.R.S. 22-43.7-109(4)(d), which is a capital renewal reserve, designed to be the money set aside for replacement of major facility systems with project life cycles such as roofs, HVAC systems, etc. Having this capital renewal reserve in place is essential given that the school anticipates needing \$200,000 for a roof replacement and \$50,000 to \$60,000 for an HVAC replacement in the next few years. A waiver is necessary because neither incurring additional debt nor taking more out of the school's unrestricted operating reserve are viable options.

A summary of the school's unrestricted operating reserve and the impact of the BEST Grant match are included here:

\$1,342,212 - Opening fund balance for FY20

-\$100,000 - Projected/budgeted net income for FY20 - this includes a \$137,679 annual increase to debt service and \$355,112 towards capital improvements.

\$1,242,212 - Anticipated closing fund balance for FY20

\$464,767 - Restricted as a requirement of the school's bondholders

\$129,000 - Restricted for TABOR Reserve

\$648,425 - Anticipated unrestricted closing fund balance for FY20

\$200,000 - Tentative BEST Grant match contribution (if awarded and a waiver is granted)

\$448,425 - Unrestricted fund balance after BEST Grant match. This reflects a little over one month of operating expenses and also meets the requirements for a capital renewal reserve. The school feels it would be irresponsible to lower its unrestricted fund balance any further, especially knowing that both the roof and HVAC system will need replacing in the next few years.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

One of the reasons the school does not have more funding available (through either a loan or reserves) is because of the building expansion that is underway. This expansion will address overcrowding which has been a chronic challenge for years now. The expansion is being funded through bonds; none of those expenses are included in the BEST Grant proposal. While the primary motivator for doing the expansion was to relieve overcrowding, it is worth noting that the need to do the expansion was catalyzed by the school's safety and security issues, specifically the need for a secured and monitored front entrance. When the school decided it had no choice but to move the administrative offices to the front of the building to address the building access safety issues, doing so would displace several classrooms that sit where the new administrative space will be. There was literally no place for these classrooms to go without building an addition.

These classrooms would not fit in the space where the administrative offices are now due to the configuration of that space (which is long and narrow). So, while the addition to the building is not directly addressing safety and security issues, the need for the additional space surfaced through the school's commitment to improve safety and security by moving the administrative office space to the front of the building.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's Weighted Average: 77%

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

Applicant's Response: No

Adjustment: No – No Change

Agreed.

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

Applicant's Response: No

Adjustment: No – No Change

Agreed.

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

Applicant's Total: 0

Adjustment: 0% decrease of max 5%

Agreed.

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

Applicant's Total: 1

Adjustment: 0% decrease of max 5%

Legacy Academy was included in the 2018 mill levy. This mill levy was successful and the school began receiving funding through the mill levy as of January 1, 2019. In FY19, the school received \$86,000, which provided \$36,000 for safety and security upgrades (including an upgraded phone and intercom system, upgraded radio system, and upgraded locks on entry doors), \$30,000 for technology, and \$20,000 for staff retention bonuses. Legacy Academy anticipates using some of this year's safety and security mill levy funding for an upgraded and more comprehensive security camera system.

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

Applicant's Total: 0

Adjustment: 0% decrease of max 5%

Agreed.

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

Applicant's # Attempted: 3

Adjustment: -5%

Applicant's # Attained: 3

Legacy Academy worked with CECFA in securing its original bond financing in 2004 and again in 2019 for the additional bonds that are funding the school's addition.

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

Applicant's Enrollment: 20%

Adjustment: +3 %

Legacy Academy's pupil count of 465 reflects approximately 20% of the Elizabeth School District's total pupil count of 2,373 (based on October 1, 2019 count data published on CDE's website).

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

Applicant's FRED: 14%

Adjustment: +4 %

Agreed.

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

Applicant's % PPR: 17%

Adjustment: -2 %

K. Unreserved fund balance as a percent of budget.

Applicant's % of Budget: 29%

Adjustment: +4 %

At the end of FY20, the school anticipates an unrestricted fund balance of \$648,425. Total expenses for FY20 are budgeted at \$4,514,104. The school feels it can allocate 30% of its anticipated unrestricted fund balance (\$200,000) as the BEST grant match.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

Legacy Academy's previous principal, Kurt Naber, reached out to local developers for support with the school's capital needs, but was unable to secure financial assistance. Legacy Academy has explored seeking capital support from the Gates Family Foundation, a local foundation that makes capital grants, but the school does not meet their eligibility guidelines of 50% of families qualifying for the free or reduced-price lunch program (<https://gatesfamilyfoundation.org/types-of-support/capital-grants/>).

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

34%

CDE Minimum Match Percentage:

81%

SUPERINTENDENT'S OFFICE

RE: Capital Construction Assistance Grant Application – Legacy Academy

February 24, 2020

Dear Members of the Capital Construction Assistance Board,

Legacy Academy is a charter school operating under a contract with the Elizabeth School District. The administration of the district was made aware of the charter school's intent to apply for a BEST grant in a timely fashion and was briefed at various times about the general nature of the need and the proposed solution. The district has reviewed the main portion of the grant application and is supportive of the request. We do not have any objections to the grant.

District administration would like to clarify that while we support Legacy Academy in meeting the needs they have identified through this grant request, we have not reviewed all of the application materials and do not certify the accuracy of information submitted in the grant.

Sincerely,



Douglas Bissonette
Superintendent

Cc: Ron Patera, CFO, Elizabeth School District
Board of Directors, Elizabeth School District

● **Facilities Impacted by this Grant Application** ●

FREMONT RE-2 - Fremont ES Safety Upgrades/ Cafeteria Addition - Fremont ES - 1963

District:	Auditor - Fremont RE-2
School Name:	Fremont ES
Address:	500 West 5th Street
City:	Florence
Gross Area (SF):	72,279
Number of Buildings:	3
Replacement Value:	\$21,491,572
Condition Budget:	\$15,343,394
Total FCI:	0.71
Adequacy Index:	0.25



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,066,591	\$3,154,629	1.03
Equipment and Furnishings	\$260,080	\$298,054	1.15
Exterior Enclosure	\$2,522,424	\$631,252	0.25
Fire Protection	\$3,567	\$728,042	204.11
Furnishings	\$210,432	\$191,555	0.91
HVAC System	\$3,012,217	\$3,738,517	1.24
Interior Construction and Conveyance	\$3,831,180	\$3,360,051	0.88
Plumbing System	\$1,007,385	\$1,138,326	1.13
Site	\$2,968,545	\$2,815,056	0.95
Special Construction	\$51,635	\$64,544	1.25
Structure	\$4,557,517	\$13,970	0.00
Overall - Total	\$21,491,572	\$16,133,996	0.75

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: FREMONT RE-2

County: Fremont

Project Title: Fremont ES Safety Upgrades/ Cafeteria Addition

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: N/A

Project Type:

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

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

Fremont Re-2 School District serves the communities of Florence, Penrose, Williamsburg, Rockyvale, Wetmore, and Coal Creek. Florence is the home of the district's administrative offices, Fremont Elementary School (FES), Florence Jr/Sr High School and the transportation barn. Penrose is home to a PreK through 6 elementary school (PES) and was built in 2005. The District's 1,398 students are taught by 106 highly qualified teachers, 100 classified staff and 16 certified and classified administrators. The district is proud of the low student:teacher ratio, strong athletics, band, extra-curricular programs, and recognized models of education throughout the PreK through 12 programs. In 2006, the district opened a new high school and moved grades 6-8 from FES and PES into the 'old' high school facility. In 2019, the district sold the 100-year original high school campus because of the safety and accessibility challenges that existed. Educational programming was realigned by returning 6th grade to FES and PES and realigning the high school into a junior/senior high school serving grades 7 through 12. Preschool programming was also shifted from being outsourced to being offered within each elementary school. The District provides the following: full-day kindergarten since 2007; 4-day week since 2016; strong Career and Technical education programs, 1:1 iPads, concurrent enrollment and strong health and wellness programs. The District is currently working with CEI under the HomeGrown Talent Initiative to expand pathways to graduation through workplace learning opportunities.

Fremont Elementary was constructed in 1963 but did not include a cafeteria or kitchen. At the time of construction, nutrition services were centralized in the District administration building. To this day, K-6 students walk across the street to access the cafeteria located in the administration building. FES received the 2016 and 2017 Governor's Distinguished Improvement Award. In 2019, FES was recognized by the Colorado Department of Education as a Model Significant Support Needs (SSN) Exemplar program. FES has a strong reputation for extracurricular programs such as Destination Imagination, Battle of the Books, school-wide project based learning units, and is currently in the process of launching Girls Who Code. FES is heavily utilized by local parks and recreation youth programs, local club sports, and the Boys and Girls Club after-school programs. Recently, in collaboration with the City of Florence, FES received a Safe Routes to School grant to include Bicycle Safety Colorado. The 2019 realignment of education programming across the district subsequently increased student population at FES by 125 students.

In 2010 the District completed a Facilities Master Plan (FMP) for all schools and applied for a BEST grant to support critical repairs, renovations and improvements to FES and PES. The matching contribution for the BEST grant application was a voter approved capital construction ballot initiative. The ballot initiative was not successful, therefore the plans to address facilities deficiencies at FES and PES did not move forward and some are still critical improvements that need to be addressed throughout the District today.

Deficiencies Associated with this Project:

There are three deficiencies this project will address.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

1. The two existing boilers for FES are original to the building and were both installed in 1963. They were installed as coal fired boilers and at some point were converted to natural gas. The expected useful life of boilers is 30 years and these boilers have now been in operation for 57 years. Maintenance for these boilers is becoming more difficult as parts are no longer available and custom replacement parts are having to be made for the District. Due to the age of the boilers, proper safety features are not installed or available. These boilers are the primary and only heating source for the building. If the boilers fail, the school will not be able to hold classes and will need to temporarily shutdown.

2. FES lacks a modern fire alarm system. The current system was installed in 1987. The existing fire alarm system only includes a basic fire alarm panel, strategically placed pull stations, and horns to provide basic coverage. This coverage does not meet the current fire code. The building does not include any smoke detectors and only has a few notification stations for the entire educational facility. None of the classrooms have notification stations. In addition, the system is not monitored and relies on an exterior siren to alert the nearby neighbors after hours. The current system is considered obsolete and needs to be entirely replaced to attain the current fire code and safety requirements.

3. The cafeteria in the cafeteria building is currently served by a gas fired furnace with no cooling. The furnace is original to the building, installed in 1962 without cooling. The absence of cooling in the cafeteria causes thermal comfort issues, and it makes the cafeteria very uncomfortable for all occupants relative to standards of expected comfort conditions. In addition, the unit is difficult to maintain as parts are no longer available if they fail. The cafeteria routinely gets above 80°F while school is in session causes issues for students, staff and faculty.

Proposed Solution to Address the Deficiencies Stated Above:

Boiler system

Two new condensing modern boilers are being proposed at FES. In addition, the entire mechanical room system will be upgraded. This includes new piping, expansion tanks, air separator, pumps, and other ancillary equipment. The new condensing boilers will be sized so that one boiler can handle the heating for the entire building thus allowing for complete redundancy should one of the boilers go down for any period of time or fail. Each boiler will get a new exhaust flue. Two new pumps will be installed with variable speed drives to allow for future efficient control of the pumps.

Fire Alarm

FES needs to upgrade and update the fire alarm panel to meet current code. Fire Code requires that when the panel is upgraded, the entire system needs to also be updated to the current code compliance. This means that the notifiers will need to be able to broadcast voice messages. This project will add speakers throughout the building for code compliance and it will exchange/add strobes for each of the classrooms. New smoke detectors will be added along with duct smoke detectors. The new panel will be monitored and allow for fire department notification and ensure the safety of the students, staff and faculty in the event of a fire at FES.

Cafeteria Cooling

A new gas fired furnace will replace the existing furnace with the same size unit in the same location. A 10 ton direct expansion cooling system will be added to the furnace to provide space cooling and address comfort/control-ability deficiencies. The condenser unit for cooling will be placed on the roof. New controls will be added to allow for better control of the space.

How Urgent is this Project?

The fire panels are not up to code and must be upgraded immediately to improve the safety of the facility for all staff, students and faculty. This is an integral upgrade that will enhance the safety of the educational environment for the life of the fire panels. The boilers are original 1963 units that have been well maintained but at end-of-life for several decades. The boiler is at risk of complete failure which could lead to school shutdowns, evacuations of the building, and cancellation of school during the winter months when heating is critical to maintain the educational environment. The furnace is also original to the cafeteria building and past its useful life. If it goes down, school will have to be cancelled for the day as they have no other

BEST FY2020-21 GRANT APPLICATION SUMMARIES

space for meals. In addition due to cooking, number of students, and lack of cooling the space can become unbearably hot and very uncomfortable for the staff and students. If the project is not awarded, there is no budget to fund any of this work and the District will need to go out for a bond in 2023 (the last Bond failed in 2010). As a result, there could be multiple school shutdowns and emergency repairs necessary if the boiler or furnace fails. This project will also help to extend the overall life of FES for years to come and prevent a full facility replacement in the near future.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The district budgets for capital expenditures between \$250,000 - \$300,000 annually. There will be a set aside each year to maintain the work done through the BEST Grant based on recommendation from the Facility Director.

Bi-annual service contracts are in place and will be maintained for an adequate preventative maintenance program.

In the event of a facility emergency, other funds may be utilized outside of the capital expense account. In addition, McKinstry will provide a performance guarantee for three years post-construction to ensure optimal operation of all installed equipment and will also provide commissioning post-construction to ensure all equipment is optimized and running efficiently and as-designed.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Fremont Elementary School (FES) was constructed in 1963 and until 2006 was used as a K-8 grade school. From 2006 until 2019 it was used as a K-5 grade school. Beginning the 2019-20 school year, it is being used as a PreK through 6 grade school. Last year the school district sold the 100 year old middle school campus; shifting 6th grade to FES and Penrose Elementary School. The traditional high school (grades 9-12) was expanded to a junior-senior high school serving grades 7-12. Preschool programming was also shifted from being outsourced to being offered within each elementary school.

FES was constructed as a mid-century modern composition consisting of folded concrete plate roof construction in combination with a concrete tee structure. According to the 2010 Facilities Master Plan, there were no signs of structural problems in the walls, roof structure or floors. The original concrete roof, masonry walls and slabs were in good condition. The exterior masonry is in good condition largely due to the presence of roof overhangs protecting the walls and windows from moisture damage. The floor plan is composed of four class wings arranged around a central gymnasium / PE core. Significant amounts of glazing are present along the classrooms, at the south facing entry lobby, as well as in clerestory positions beneath the folded plate roof. CMU, glazed block, and terrazzo flooring are the main components of an extremely durable and well-maintained interior materials palette.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The building has been well maintained with general maintenance and facilities staff. The following capital improvements have been made:

Automated irrigation system- 2006

Installed new 5th grade playground on the west side of the school-2009

Replaced exhaust stacks of the boiler room-2009

Abated heat loop- 2012

Abated underground tunnels of heating and cooling system- 2014

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Replaced entire roof- 2019

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Fremont RE-2 School District is in the process of finalizing an Energy Performance Contract within the District that will fund \$3.2M in critical upgrades through guaranteed utility savings. In addition to this, the District was able to secure \$53,287 in rebates through Atmos and Black Hills, and a 10-year, \$566,000 incentive through Black Hills to offset some of the initial project cost. In order to meet the 15-year finance term that the District and Board requires for the Energy Performance Contract, the District needs to secure the BEST grant to help alleviate some of the critical capital upgrades that have been wrapped into the project (and have little to no associated energy savings for funding). As a result, the District is only submitting a grant request for the most critical pieces of the Energy Performance Contract (not the full \$3.2M) and is providing the full 44% match required through BEST.

In 2022 the current bond that built the high school facility will sunset and our plan is to return to the voters to role into a second bond to add another gymnasium to the Jr/Sr high school and add a kitchen, cafeteria, and a STEAM learning spaces onto FES. The District is working to align funding options to best leverage the ability to address facility needs.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Capital Reserve was a requirement of the State to allocate funds per pupil to each facility in the district. Since that requirement is no longer in effect the district allocates between \$250,000 - \$350,000 annually to be used on capital expenses. Each building within the district receives a budget for capital outlay upon the recommendation of the facilities director. This process begins around February for the next school year. The district tries to allocate equitably by building however, the funds funnel to the building with the largest health and safety concerns.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

No major reduction in utility costs are expected for this portion of the project. The overall energy performance contract encompassing all scope items (buildings and measures not included in this application) will have \$132,700 in utility cost savings per year.

Utility Costs (electric and gas)

Florence High School - \$187,475

Fremont Elementary School - \$63,940

Penrose Elementary School - \$108,642

T&I - \$21,631

Bus Barn - \$8,205

Admin/Café - \$14,381

Bus Office and Shop - \$11,129

Total - \$415,404

Current Grant Request:	\$599,430.16	CDE Minimum Match %:	44
Current Applicant Match:	\$470,980.84	Actual Match % Provided:	44
Current Project Request:	\$1,070,411.00	Is a Waiver Letter Required?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Third-party Tax-Exempt Lease Purchase financing
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,070,411.00	Escalation %:	5
Affected Sq Ft:	67,040	Construction Contingency %:	5
Affected Pupils:	509	Owner Contingency %:	0
Cost Per Sq Ft:	\$15.97	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.77	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$15.20	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$2,103	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	140	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

The financing is going to be obtained through a competitive Request for Proposal process administered through the District's finance team in spring 2020 to select a financing partner. The financing will be a Tax-exempt lease purchase (TELP) structure paid back through guaranteed energy savings over a 15 year finance term. This project will be budget neutral, once a grant is obtained and utilized, so that the energy savings will cover the loan payment over the life of the project. The energy savings will be guaranteed by McKinstry. If savings are not met, McKinstry will be required to pay the difference towards the loan payment.

Financial Data (School District Applicants)

District FTE Count:	1,308	Bonded Debt Approved:	
Assessed Valuation:	\$147,412,610	Year(s) Bond Approved:	
PPAV:	\$112,701	Bonded Debt Failed:	\$5,425,000
Unreserved Gen Fund 18-19:	\$5,441,891	Year(s) Bond Failed:	10
Median Household Income:	\$49,733	Outstanding Bonded Debt:	\$8,240,000
Free Reduced Lunch %:	56.3	Total Bond Capacity:	\$29,482,522
Existing Bond Mill Levy:	11.118	Bond Capacity Remaining:	\$21,242,522
3yr Avg OMFAC/Pupil:	\$1,912.06		

● **Facilities Impacted by this Grant Application** ●

NORTH PARK R-1 - ES/MS/HS Safety, Security, & HVAC Upgrades - North Park ES/MS/HS - 1964

District:	Auditor - North Park R-1
School Name:	North Park ES/MS/HS
Address:	910 4TH STREET
City:	WALDEN
Gross Area (SF):	85,068
Number of Buildings:	3
Replacement Value:	\$19,951,941
Condition Budget:	\$10,758,155
Total FCI:	0.54
Adequacy Index:	0.26



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,927,295	\$2,714,376	0.93
Equipment and Furnishings	\$356,256	\$273,740	0.77
Exterior Enclosure	\$3,421,688	\$1,053,583	0.31
Fire Protection	\$19,410	\$821,712	42.33
Furnishings	\$543,941	\$91,485	0.17
HVAC System	\$3,097,277	\$2,272,742	0.73
Interior Construction and Conveyance	\$4,456,101	\$2,359,293	0.53
Plumbing System	\$1,127,071	\$1,165,757	1.03
Site	\$1,247,035	\$796,699	0.64
Structure	\$2,755,867	\$30,479	0.01
Overall - Total	\$19,951,941	\$11,579,866	0.58

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: NORTH PARK R-1

County: Jackson

Project Title: ES/MS/HS Safety, Security, & HVAC Upgrades

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

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

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

North Park School District (NPSD) is a remote rural district with 181 students. The school district's boundary is defined as all of Jackson County in North-Central Colorado, bordering Wyoming, with the closest neighboring communities of any size approximately 60 miles away.

The District has 48.8% of its student population on Free or Reduced Lunch.

The main building houses all PK-12 instructional programs, with the exception of the weight room in the old cafeteria. There are 19.5 full time equivalent (FTE) licensed staff that offer a broad range of curriculum offerings for our students PK-12, However, in order to expand the opportunities for the secondary students, or to eliminate conflicts due to many single classes being offered in the schedule, the District also offers supplemental on-line classes, from licensed Colorado instructors, as well as concurrent credit courses with higher education institutions.

The District offers extracurricular activities, such as football, basketball, wrestling, and track for its students as part of their experience at North Park School District R-1. Also, given the remote location, students have an opportunity to participate in several outdoor educational experiences.

Deficiencies Associated with this Project:

NPSD is in need of funding to solve significant safety and security deficiencies caused by a complete lack of a campus wide security system as well as aged mechanical equipment that has far exceeded its expected useful lifespan. The district's number one priority is to ensure the safety of their students and staff, a seemingly impossible task under the existing conditions. Currently, the district does not have a comprehensive security system in the building. Because exterior doors are not secured with a computer managed system and there are no security cameras on the campus, the district is unable to monitor or control who has access to the building. Additionally, interior doors can only be locked from the outside preventing teachers from safely securing their classrooms in the event of an emergency. These deficiencies cause a great safety risk for building occupants. Aside from building security, the district's occupants are also exposed to safety risks due to heating and ventilation equipment that is operating far past its expected useful life. NPSD is located in one of the coldest areas of Colorado with winter temperatures dropping as cold as -20 degrees Fahrenheit during several months of the year. Occupant health, safety, and presence directly depend on having a functional and reliable source of heat in the school buildings. The existing boiler, gym heating and ventilating units (HVUs), and south campus furnaces are all original to the building, up to 49 years old. The equipment's impending failure could not only cause school cancelations but also an unhealthy learning environment or even permanent building damage due to frozen water pipes. Without BEST grant funding, the district would be unable to correct the urgent safety and security deficiencies currently faced, prolonging the amount of time students and staff are at risk. Below, we have included writeups from the engineering assessment done regarding our mechanical systems and have also attached our safety/security questionnaire.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

ENGINEERING ASSESSMENT:

The main boiler plant at North Park School consists of two boilers that are headered together into a common supply that provided hot water to coils throughout the building. These boilers are the only source of heat for this facility.

In 2009, only one of the two boilers were replaced. The boiler that was installed is high-efficiency Buderus SB615 condensing boiler. The boiler that wasn't replaced is a Raypack atmospheric boiler that was installed in 1988 and it continues to operate in parallel with the Buderus boiler on the coldest days. During duty cycling of the boilers where the Raypack boiler has acted as the lead boiler, it has often failed to start and the Buderus boiler has had to take over. One can easily conclude that if the Buderus boiler ever fails to start and the Raypack boiler becomes the only source of heat for the school there is a high potential that it could also fail thus causing pipe breakage, and a temporary school closure due to students having a lack of heat during extreme winter conditions that can occur in Walden.

Replacing the Raypack boiler will give the district a reliable source of redundancy in their primary heating system that is currently lacks.

The main school gymnasium is heated by two ceiling suspended air handling units HV-1 & HV-2 that were installed 1971 when the gymnasium was built.

Each of these units have aging components (supply fans, dampers, coils/pumps, valves, actuators) that are a liability to the facility.

FANS: The aging supply fans are a liability if even one fails, since both units are required to adequately heat the gymnasium on a very cold day.

DAMPERS: The outside air dampers are pneumatically actuated and have spring returns that in ideal operation would close the dampers during a freeze condition. The aging dampers have worn bearing surfaces and often bind to the point where they stick in one place regardless of the damper actuator pressure. If the dampers fail to close in a freeze situation the hot water coils could burst and cause catastrophic damage to the wooden gymnasium floor.

COILS: The hot water coils are 48 years old and are very difficult to clean or service due to them being located roughly 25 feet above the floor. If the pumps fail the coils will only receive minimal flow and may break due to freezing which could cause catastrophic damage to the wooden gymnasium floor.

VALVES: The pneumatically actuated, 3-way, valves have the original valve bodies but the seats and actuators have been replaced several times over the years. Any failure of a valve to open could expose the hot water coils to a burst condition.

ACTUATORS: The pneumatic actuators (damper and valve) are located over 25 feet above the floor and it is impossible to actively detect if any of them fail. Failure can only be determined through visual inspection/testing and anecdotally through the gymnasium not being at setpoint.

The old gymnasium is currently heated and ventilated by two indirect fired duct heaters. The two units were installed in 1996 and each are past their service life. Given that these units are now the only source of heat in the building, their failure could be catastrophic if there were pipes that freeze and burst, specifically a loss of the wood gym floor, the below-grade electrical, and the below-grade locker rooms. There is currently only one out of the two units that seems to be operating and delivering air to the gymnasium, the rest of the auxiliary spaces such as locker rooms, weight room, and classroom do not appear to be receiving warm air. Given these unit's age there is no outside air ventilation air being provided to meet current code requirements for fresh air when the building is being occupied. The lack of fresh air directly impacts learning environment and causes unhealthy indoor air quality especially for a gym where students are exercising.

Each of these units have aging components (supply fans, dampers, burners, and actuators) that are a liability to the facility.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

FANS/BURNERS: The aging supply fans and burners are a liability if even one of them fails because both units are required to adequately heat the old gymnasium and auxiliary spaces.

COMBUSTION AIR DAMPER: The actuator to the combustion air damper for the duct furnaces as well as an atmospheric water heater in the mechanical room appears to not be in operation, thus posing a threat for carbon monoxide accumulation in the room that could spread to the rest of the building.

OUTSIDE AIR DAMPERS: The lack of outside air dampers is a concern for maintaining building wellness and proper air circulation that could negatively impact the comfort of building occupants.

Proposed Solution to Address the Deficiencies Stated Above:

To mitigate the lack of school security, the district would like to use BEST Grant funding to install a computer based security management system allowing monitoring and control of the building including keycard readers on 11 exterior doors, 48 interior doors, and 10 security cameras. This will allow building operators to control who is able to enter the building as well as access various interior hallways and rooms, greatly enhancing occupant safety in the event of an emergency. To safely install this system, lead paint mitigation is anticipated and included in pricing.

To address the aged mechanical equipment deficiency, the district will replace the boiler, gym heating and ventilating units, and south campus furnaces with new high efficiency equipment. The proposed solution for boiler replacement at the K-12 Main Building is a new high efficiency Lochinvar crest condensing boiler, with an output capacity of 2,500 MBH, and 250 GPM. The proposed solution for the existing hot water heating and ventilation units at the K-12 Gymnasium involves two Trane high efficiency, ECM motor units with air capacity of 10,000 CFM, heating capacity of 400 MBH and a water flow of 40GPM. The proposed solution for the duct furnace replacements for the south campus gymnasium and auxiliary spaces involves two new Reznor high efficiency duct furnaces with a 240 MBH output capacity each. These mechanical systems and their proposed solutions will also adhere to the most current 2015 International Mechanical Code standards and efficiency adopted by the city and county. These solutions will help North Park School District safely teach its students in an appropriate learning environment, sheltering its occupants from the extreme winter conditions the district is prone to during the winter months. Without these system retrofits, North Park School District cannot safely instruct students or employ staff as the school's interior conditions would be too dangerous to house occupants.

How Urgent is this Project?

Although unfortunate, a rise in violent incidents in schools across the United States has caused building security to become a necessity to protect both students and staff. According to "A Comprehensive Report on School Safety Technology" from the Department of Justice, 98.6% of schools use some kind of security technology to keep their students, faculty, and staff safe. Because NPSD currently does not have any type of security system, the urgency of this upgrade is upmost. It is the district's top priority to ensure a safe environment for students and staff. To achieve this, the district requires a system which will allow them to monitor and control who can access the campus buildings.

The existing HVAC equipment serving NPSD's campus is inadequate, in violation of building codes, and facing imminent failure. The existing airside equipment is poorly controlled and unable to provide code required fresh air causing significant indoor air quality and health concerns. Additionally, because the deficient equipment is running far beyond its expected useful lifespan, it could fail at any moment leaving all or part of the campus without heating, ventilation, or both. Such failures would lead to cancelation of school, adjustment of normal class schedules/locations, and/or permanent building damage and long term closure due to frozen pipes.

Since the sole purpose of the NPSD campus is education, there is a great urgency for the district to consistently provide an adequate learning environment. The district's ability to address their urgent need to secure their buildings, protect their occupants, and foster a safe and productive learning environment solely depends on the outcome of this BEST Grant. Without BEST grant funding, the district will be unable to address the deficiencies they currently face, prolonging the amount of time students and staff are at risk.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District will create a specific line item in its chart of accounts under the Capital Reserve Fund for a capital renewal budget amount to be budgeted on an annual basis for maintaining the project.

The School Board's current Capital Reserve Budget policy will be reviewed and amended, as appropriate, to reflect the annual amount that needs to be allocated to the reserves to extend the life of the project as well as the funds needed at the end of life of the project for replacement.

Maintenance staff will be properly training in the maintenance of the equipment purchased in the project to maximize the life of the equipment.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

North Park School District R-1's facilities have been renovated over many years of ownership. Originally, all construction was new at the time it was built. The District maintains the facilities, according to standards, but portions of the facility have began to reach the end of its useful life.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The old gym area, called south campus, was built in 1949. It is still used as a practice gym for volleyball and basketball and has a weight room. The old cafeteria, on the south campus, was built in 1978 and now serves as the District's wrestling practice area.

The main building has seen a number of additions and remodels over the years. The main building area, which now serves as the main campus for PK-12 programs, was built in 1963. The main gym was added to the main building in 1971. A vocational agricultural and wood shop building was added in 1977. The elementary wing of the main building was remodeled in 2006, and a District cafeteria addition was done in 2009. The last major remodel project in the district was done in 2013-2014 when a secure entrance vestibule was installed with a new District lock system.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Energy Performance Contracting, CDE Security and Safety grant funding, utility rebates, and Department of Local Affairs energy and mineral impact grant.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District allocated \$565.56 per student, districtwide, in the FY19 school year.

The District also has a Board policy that states once its operating reserves have been met, all remain excess reserves are transferred to its Capital Reserve fund. In addition, annual capital reserve projects are fully funded in each year's budget projections, as well as contingency funds for unexpected issue or increased costs.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Current Budget:

Water, Sewer, Trash - \$19,000

Telephone - \$5,000

Gas - \$40,000

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Electricity - \$40,000

Telecommunications - \$4,200

With an efficient Boiler system, we should see a reduction in cost for our utilities.

Current Grant Request:	\$768,000.00	CDE Minimum Match %:	52
Current Applicant Match:	\$832,000.00	Actual Match % Provided:	52
Current Project Request:	\$1,600,000.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital reserve fund, School District's 1% tax foundation, gifts, grants, and donations.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,600,000.00	Escalation %:	2.9
Affected Sq Ft:	76,048	Construction Contingency %:	5.31
Affected Pupils:	184	Owner Contingency %:	0.05
Cost Per Sq Ft:	\$21.04	Historical Register?	No
Soft Costs Per Sq Ft:	\$1.83	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$19.21	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$8,696	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	413	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	162	Bonded Debt Approved:	
Assessed Valuation:	\$65,878,226	Year(s) Bond Approved:	
PPAV:	\$406,656	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$1,105,491	Year(s) Bond Failed:	
Median Household Income:	\$48,828	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	47	Total Bond Capacity:	\$13,175,645
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$13,175,645
3yr Avg OMFAC/Pupil:	\$2,466.45		

● **Facilities Impacted by this Grant Application** ●

Mountain Phoenix Community School - ES Healthy and Safe Classrooms - Mtn. Phoenix Community School - 1900

District:	Auditor - Jefferson County R-1
School Name:	Mtn Phoenix Community School
Address:	4725 Miller St
City:	Wheat Ridge
Gross Area (SF):	48,525
Number of Buildings:	7
Replacement Value:	\$10,245,036
Condition Budget:	\$2,649,912
Total FCI:	0.26
Adequacy Index:	0.28



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,754,240	\$1,072,679	0.61
Equipment and Furnishings	\$112,325	\$0	0.00
Exterior Enclosure	\$1,282,608	\$207,844	0.16
Fire Protection	\$265,645	\$168,519	0.63
Furnishings	\$40,176	\$0	0.00
HVAC System	\$612,740	\$186,960	0.31
Interior Construction and Conveyance	\$2,130,392	\$786,918	0.37
Plumbing System	\$519,323	\$87,148	0.17
Site	\$1,688,153	\$238,354	0.14
Special Construction	\$104,306	\$104,306	1.00
Structure	\$1,735,128	\$11,265	0.01
Overall - Total	\$10,245,036	\$2,863,993	0.28

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: Mountain Phoenix Community School

County: Jefferson

Project Title: ES Healthy and Safe Classrooms

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

Mountain Phoenix Community School (MPCS) is a Jeffco authorized preK-8 charter school guided by the core principles of public Waldorf education. Authorized in 2006, MPCS opened its doors in the 2007-08 school year serving 59 students and their families in a small, 3-room school house in the foothills of Coal Creek Canyon. For three years MPCS served a modest number of students from the surrounding mountain communities, however, well over half of our student body commuted from the Denver metro area to attend school in a program inspired by the methods of Waldorf education.

In 2010 MPCS had the opportunity to respond to the growing interest of families in the metro-Denver area and, through the networking and passion of committed parents, was able to acquire the 4.2 acre campus of a private school in Wheat Ridge. During the 2010-11 school year, MPCS operated two "sister" schools and served approximately 280 students. During that year it became evident that maintaining two schools was not sustainable and the decision was made to close the mountain school and invest in the development of the Wheat Ridge campus. To accommodate students from the mountain school and the growing interest of over 350 students, MPCS worked with an investment firm in 2011 to purchase the property and secure additional expansion funds to accommodate an increasing student body. At this time, two temporary modulares were purchased from Jeffco R-1 (\$1 each) and installed on site, increasing the number of buildings from 5 to 7. In 2012 we broke ground on the construction of a new middle school building which was completed in 2014, bringing our total building count to 8, where it stands today.

Today, our campus serves over 600 students in our preK-8th grade and Homeschool programs. MPCS is rated by CDE as a Performing School, earning 70.5% of points possible on our 2019 School Performance Framework (SPF). We are a member of the Alliance for Public Waldorf Education and recognized as one of the largest public Waldorf charters schools in the country. MPCS parents/caregivers choose this approach to education because they value a well-rounded, artistically-infused education for their students that delivers academic content at developmentally appropriate times. In the delivery and mastery of academic skills, we "go slow" in the early years, building a strong foundation, so we can "go fast" in the later years. Similar to other public Waldorf students, MPCS students tend to perform below average on standardized assessments in the elementary years compared to their grade level peers at traditional public schools. Through steady year-to-year growth, student achievement levels increase progressively across the grades culminating in middle school achievement and growth levels that meet or exceed state expectations.

MPCS has a thriving parent community that contributes over 16,000 volunteer hours each year. Two volunteer committees that are critical drivers of the development, care, and sustainability of our facilities are the Master Planning Committee (a standing board committee overseeing facilities development, planning and maintenance) and the 5B Committee (an ad-hoc committee convened to oversee the use of our portion of the 5B bond funds approved by Jeffco voters in 2018). These committees have worked collaboratively with all of the key stakeholders in our community to guide the development of our facilities in response to the needs of our growing student body. They support key leadership decisions regarding space

BEST FY2020-21 GRANT APPLICATION SUMMARIES

planning and use, resource allocation, budget recommendations, funding sources, as well as maintain and prioritize the schedule of needed capital improvements to ensure the longevity of our assets and the campus we call home.

Deficiencies Associated with this Project:

MPCS has worked to keep two 1980's temporary modulars in adequate condition since 2011 when they were purchased for \$1 each from Jeffco Schools. These temporary buildings have been used to house four classrooms: two first and two second grade classes. In 2017 one of our first grade classrooms experienced a mold fail which was discovered by a parent reporting a student's adverse health symptoms. In total, three students from the class self-selected further health testing and tested positive for mold. Treatment for these diagnoses required expensive and time consuming, months-long protocols. Mitigation of the building required us to displace an entire first grade class to another building from November 2017 through the end of the school year. The duration of the displacement was extended beyond typical time frames in response to health accommodations documented in the Section 504 Plan of a student in the class.

The mold finding required initial mold and asbestos testing. No asbestos was found. Mold mitigation, containment and post-mitigation testing cost the school over six thousand dollars in addition to the personal health/safety costs to the students diagnosed and treated for mold exposure, not to mention the costs of the trust-relationship between caregivers, staff and the school.

Inside the portable classrooms, noise from the I-70 freeway (approximately 100 feet from campus) can be heard and this proximity to the highway presents the introduction of many harmful chemicals into the air. The continuation of the temporary buildings to fail to properly ventilate and filtrate the indoor air in these moisture-vulnerable classrooms by use of single-unit AC boxes and heating systems poses a health/safety threat to the students and staff.

Other deficiencies surrounding both temporary buildings continue to pose health/safety threats due to moisture penetration and they include: improperly sloped landings; downspouts that drain immediately next to the buildings; access-decking flush with door entrances; siding that makes contact with the earth; improperly sealed siding and decking; improperly sealed doors, windows, ac units and unused holes; and all surfaces that show easily identifiable rotting structural components may be harboring health/safety threats due to moisture penetration beneath the surface. With prolonged moisture infiltration there is also constant concern for indoor air quality.

The temporary buildings also offer poor levels of safety and protection to students if faced with severe external threats such as an extreme weather event or unthinkable threats of violence that require lockdown protocols. In collaboration with Jeffco Safety and Security, we have determined that it is unsafe for students and teachers to Shelter In Place in the temporary building classrooms in the event of a tornado warning; the evacuation plan requires first and second grade students to circulate outside to access safety in the middle school building.

Proposed Solution to Address the Deficiencies Stated Above:

To address the critical health/safety hazards presented by the two temporary buildings, MPCS plans to conduct a minor renovation of existing buildings resulting in the relocation of 120 first and second grade students into permanent, safe and healthy classrooms. Building G - Great Hall which currently serves as our community gathering, indoor PE/movement, lunchroom and performance space will be renovated to accommodate two first grade classrooms. Two existing classrooms in Building D - Primary (Art and Band rooms) will be renovated to accommodate the second grade classrooms.

Renovation and relocation into existing permanent structures is the preferred solution because of the soundness of these structures and the multiple systems in place, such as fire protection, utilities, access to restrooms, etc. Additionally, unlike the temporary buildings, these structures do not have surrounding areas that would continually degrade their exterior or pose adverse impacts to the interior renovations. The change in use of these spaces is supported by existing corridors that allow for ease of movement around campus. Permanent structures will reduce the noise levels experienced inside the classroom generated by the nearby highway, as well as decrease exposure to potentially harmful chemicals released into the air.

Permanent structures afford greater protection from external threats, enabling all of the emergency response protocols we practice with students to be activated within these classrooms without having to relocate to adjacent buildings.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The proposed solution described above is Phase I of our master capital improvement plan. Phase II includes new construction that replaces the prior use of space lost to Phase I renovations and further addresses space planning issues that result in more optimal learning settings campus wide. Phase I and II were arrived at through the collaborative work of our ad hoc 5B Committee, community input, selected design architects, Jeffco Buildings consultants, consideration of cost and efficiency, as well as current and anticipated needs. While Phase I is the only portion of this larger plan for which we are requesting BEST funds, we felt it would be helpful for CCAB to have a general understanding of the larger plan.

How Urgent is this Project?

MPCS understands that we have entered into an untenable phase of portable classroom maintenance. While another full scale failure is impossible to predict, continuing to resolve the persistent health hazards to our students and staff through maintenance strategies requires maintenance costs that are impossible to re-coup. Serving over 600 students imposes significant space planning constraints. We no longer have sufficient space to accommodate a class displaced from one of these classrooms for any length of time.

We are seeking a BEST Grant because pouring additional funds and resources into correcting these myriad deficiencies is not a viable pathway to ensuring safe, healthy learning environments for our teachers and students. If this project is not awarded BEST funds, MPCS will execute Phase I as described using our 5B bond monies. We will evaluate and prioritize Phase II deficiencies and solutions and respond accordingly.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

Our design for the first and second grade classroom replacements utilizes sustainable concepts, with an environmentally logical and responsible approach. This renovation project is not well suited to pursue LEED certification due to scale, complexity, and

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

Based on the scope and scale of our project we are not required to establish a Capital Renewal Reserve fund.

As a minor renovation of existing structures, maintenance and upkeep of the completed project is easily integrated into our existing facilities maintenance plan; the replacement of new system components will be phased into our annual budget according to projected life cycles.

The need to ensure proper care and maintenance of this project is encompassed by our established budget practices. In 2018-19 we allocated 3.1% of per pupil base funding to address our capital outlay needs. This was followed by 5.4% in 2019-20. These percentages well exceed the 1.5% minimum and demonstrate our ability and willingness to maintain all of our capital assets, including this project, over time.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

At the time of purchase in 2011, the school site and facilities were adequate for public school use as they had been occupied for 15 years by a private school. The campus encompassed 5 buildings; two original to the site constructed in 1900, one constructed in 1919 transported to the site in the 1980's from Lakewood, and two of new construction added in 1993 and 2002. The facilities sit on 4.24 acres. At the time of purchase, MPCS had approximately 250 K-8th graders enrolled and the teaching square footage and grounds were adequate for that enrollment number.

The condition of the facility was good and bond financing via an investment firm was secured. The facility had been well maintained and there were no visual signs that it suffered from degradation or extreme deferred maintenance. There were no immediate facilities concerns deemed critical or necessary in order to carry out the educational program. The founder of the private school encountered a sudden financial hardship and chose to close the school.

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Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Based on the site's prior use as an educational facility, immediate capital improvements to existing structures were not required to make it suitable for students. However, due to increased enrollment in 2012 MPCs purchased and installed two Jeffco-R1 owned temporary buildings on the site in order to expand classroom capacity and accommodate a growing student body. Site work included excavation for foundation construction, electrical, and the connection of sewage/plumbing taps. Additionally, continued increases in enrollment resulted in the need to construct a new middle school building that was completed in 2014. Purchase of the property and these capital improvements were possible through the bond financing package with the investment firm.

Capital improvements conducted in the last three years include:

Exterior door replacements in 3 permanent structures Fall 2019 \$49,000

Window replacements in 3 permanent structures Summer 2019 \$295,000

Upgrade electric in Building B to bring additional power in Summer 2019 \$4,720

Addition of lights and Electric Vehicle charger to front parking lot Summer 2019 \$43,000

Front parking lot seal/fill cracks/re-stripe, paint 2 blue handicap spots Summer 2019 \$4,900

HVAC Replacement Building B with 90% efficiency system Fall 2019 \$ 17,000

Installation of New Grades 1-8 Playground Summer 2017 for \$ 250,000

Roof Replacement - all buildings due to hail damage Summer 2017 \$ 275,000

Two gate keypads and fencing added or repaired to improve safety/security Summer 2019 \$3,200

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The primary funding option available to MPCs is our portion of the 2018 Jeffco 5B Bond funds which total \$3.1 million dollars. These funds provide a rare opportunity to make significant capital improvements to address our total facility needs. To date, MPCs has used \$295,000 of these funds to replace windows in our most aged buildings. All remaining 5B funds will be used to address our facility needs through a comprehensive, 2-phased plan that optimizes a variety of solutions including space/use planning, renovation and new construction.

It is 5B bond funds that make it possible for us to bring our full match of 62% to our BEST grant application for Phase I assistance in targeting our highest priority: the health and safety of students which is essential for learning. Phase I is our highest priority and must be complete before Phase II. All 5B bond monies must be used by November 2021. Realistically, the 2020-21 BEST Grant cycle is the only opportunity for us to leverage our ability to contribute financial assistance of this scale to this project.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The MPCs Finance Committee maintains two accounts to address the school's annual capital outlay for hard costs: (1) Construction Maintenance/Repair - Building and (2) Building Improvements. The standing annual budget allocation for Const Maint/Repair is \$38,000; \$20,000 for maintenance and upkeep and \$18,000 for emergency repairs. The annual budget allocation for Building Improvements varies based on revenue and priority of capital improvements identified by the Master Planning Committee. MPCs includes \$60,000 in soft costs in our annual allocation for capital outlay. Including soft costs in our budgeting reflects our commitment to employing qualified staff whose expertise in facility management extends the useful life of building assets and optimizes funds spent on hard costs.

For the 2018-19 school year our school wide total capital outlay allocation was \$133,544 which equates to \$266/FTE.

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For the 2019-20 school year our school wide total capital outlay allocation was \$240,000 which equates to \$429/FTE.

The prior and current year allocations are presented because in 2019-20 the kindergarten funding was increased from half to full FTE funding. Both years demonstrate our diligence and commitment to investing in our capital assets. Based on the scale of our proposed project we are not required to meet the the \$100/FTE minimum standard set in the Capital Renewal Reserve fund. It is our hope, however, that CCAB appreciates our demonstrated history of allocating an average of 3.5 times the minimum standard for the last two years.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$239,286.84	CDE Minimum Match %:	62
Current Applicant Match:	\$390,415.37	Actual Match % Provided:	62
Current Project Request:	\$629,702.21	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Jeffco 5B Bond funds - November 2018.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$629,702.21	Escalation %:	4
Affected Sq Ft:	5,600	Construction Contingency %:	4
Affected Pupils:	120	Owner Contingency %:	4
Cost Per Sq Ft:	\$112.45	Historical Register?	No
Soft Costs Per Sq Ft:	\$9.01	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$112.45	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$5,248	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	145	Who owns the Facility?	OtherFacilities

If owned by a third party, explanation of ownership:

The school facility is owned by the MPCSC Building Corporation and financed through an investment firm. The Build Corp leases the property to the school.

If match is financed, explanation of financing terms:

N/A

Financial Data (Charter Applicants)

Authorizer Min Match %:	73.03	CEFCA or financing attempts:	1
< 10% district bond capacity?	N	Enrollment as % of district:	0.75
Authorizer Bond Attempts:	3	Free Reduced Lunch %	19
Authorizer MLO Attempts:	0	% of PPR on Facilities:	14.5
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	12.3
3yr Avg OMFAC/Pupil:	\$676.15	FY19-20 CSCC Allocation:	\$155,966.71

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Who will facility revert to if school ceases to exist?

If MPCS ceases to exist, the automatic transfer of principal and interest payments to the bond holder would cease thereby causing a default of the terms of the agreement between the Building Corp and the bond holder. The bond holder would take full ownership of the property and all capital assets thereon.

If MPCS relocates the automatic transfer of principal and interest payments to the bond holder would continue until such time as the Building Corp arranged for the sale of the property.

● **Facilities Impacted by this Grant Application** ●

EADS RE-1 - PK-12 Security Upgrades - Eads ES/MS/HS - 1928

District:	Auditor - Eads RE-1
School Name:	Eads ES/MS/HS
Address:	900 MAINE STREET
City:	EADS
Gross Area (SF):	81,710
Number of Buildings:	5
Replacement Value:	\$24,218,287
Condition Budget:	\$10,206,517
Total FCI:	0.42
Adequacy Index:	0.14



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,595,905	\$2,273,888	0.88
Equipment and Furnishings	\$449,348	\$282,579	0.63
Exterior Enclosure	\$4,392,691	\$716,516	0.16
Fire Protection	\$14,107	\$926,141	65.65
Furnishings	\$487,824	\$542,764	1.11
HVAC System	\$2,881,014	\$2,544,770	0.88
Interior Construction and Conveyance	\$3,782,079	\$2,236,613	0.59
Plumbing System	\$1,164,908	\$642,927	0.55
Site	\$4,585,325	\$1,175,573	0.26
Structure	\$3,865,086	\$41,241	0.01
Overall - Total	\$24,218,287	\$11,383,012	0.47

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Applicant Name: EADS RE-1

County: Kiowa

Project Title: PK-12 Security Upgrades

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

The Kiowa County School District Re-1 has had a rich tradition of both academic and athletic successes. Over the past 20 years, the schools in the district have received many awards including: John Irwin's "Excellence Award", Title One "Distinguished School Award", and Standard and Poor's "Outperforming District". Eads Elementary has been awarded the National Title One Distinguished School Award for 2016, 2017, and 2018.

Not only has the Kiowa County School District Re-1 been recognized for its academic performance, but its extra-curricular accomplishments as well. Eads High School has won 16 state titles in team sports, and has had 39 individual state champions. The vocational programs and knowledge bowl teams have enjoyed many successes as well.

Deficiencies Associated with this Project:

Kiowa County School District Re-1 recently underwent a security audit with the assistance from the School Safety Resource Center. The Homeland Security Assessment was utilized for this audit that identified proficiencies and deficiencies in security protocols. The number one priority identified was that the Kiowa County School District Re-1 has no controlled entrances monitored by cameras and no ability to control access to its buildings. There has been a concerted effort to limit the number of doors that are accessible during the day by keeping them locked, but it is very difficult to allow normal student travel without constant disruptions and the temptation to block doors open by students. The ability to set times the doors would allow passing between classes and lunch periods would greatly increase the ability to regulate who can and cannot enter the buildings.

There are nine exterior doors that are in need of upgrading due to the condition, hardware, and lack of included vision windows. These vision windows would allow the ability to see and give permission to whoever is trying to gain entrance to a locked door. To completely control access to any door and provide security, it is imperative to know and see who is on the other side of it. It was determined that replacing these nine doors was a better cost-effective way to obtain the best security solutions.

The fencing that defines the borders of the school property are in need of upgrading. Much of this fencing has been weakened or destroyed by years of weather and wear and tear. The safety audit recognized that the boundary that is identified for students to remain behind, and visitors to stay out of, is very important.

Ease of getting into all areas of the facilities is currently not acceptable, due to the many different keyed locks at all exterior doors and throughout the interior rooms. It is proposed that the exterior doors are all rekeyed throughout the district, as well as the interior rooms. One key that will open all exterior doors will increase the ability to move students and staff effectively in case of an emergency.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Proposed Solution to Address the Deficiencies Stated Above:

The solution for addressing the controlled entrance issue is to put a camera, intercom, and electric strike system on the main two entrances at the high school, and on the main entrance of the elementary school. These entrances would be monitored and all access would be monitored by the building secretaries and administration. All other exterior and interior locks will be re-keyed so that an accurate inventory can be created that specifies who can access which areas.

There will be nine new doors with side light windows installed at the cafeteria, elementary, and vocational education building. These locations are the last doors that have not been upgraded in the last 20 years. It is crucial for security purposes to replace these doors as they do not have side light windows and their condition and hardware are causing failure. It is much more cost-effective to replace these doors instead of the labor-intensive process of making modifications such as installing door windows and trying to address the poor functionality.

New fencing will be installed around the elementary and preschool playgrounds. This will ensure that students will be contained in a safe area and visitors will be able to identify the school property boundary line.

How Urgent is this Project?

The safety of our students and staff is our number one priority. After consulting with the School Safety Resource and doing an audit, we have identified and prioritized the areas of security concerns. Now that we know what we need to do to increase the safety of our students and staff, it is imperative that we act on them and complete this project.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

There will be very little maintenance concerning this project at its completion. The controlled entrances and key-card system will be maintained by the current staff. If there are any problems, the company that installs them will be contacted. The new doors that will be installed should take very little maintenance attention. New fencing takes very little maintenance, but will be kept up by our current staff.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

All facilities are in good shape and have been well maintained. Every year capital construction needs are prioritized, and at least one area of concern is addressed.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

There have been many capital improvements made over the past 20 years. In 2002-2003 all windows and exterior doors were replaced in the high school. In 2004-2005, the plumbing in Eads Elementary was completely replaced. In 2005, the district received a Go-Co grant to upgrade the outdoor lighting, build a tennis/basketball court, and to upgrade a regulation dirt track on the athletic facility. The HVAC system at the high school was replaced in 2005-2006. All roofs were replaced on every building in 2006-2007. In 2015-2016, a new softball facility was installed using grant and local funds. The electrical service was updated across the entire district in 2017-2018. In 2017-2018, led lighting was installed throughout the district. Currently, we are finishing up a project at the Elementary Gymnasium that upgraded the electrical panel and wiring, rehabilitated historical windows, and updated the bathrooms to ADA compliance.. We have also been awarded a wellness grant and are updating the cafeteria equipment, drinking water stations for students, and a new playground set at the elementary school.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Kiowa County School District Re-1 has utilized State Historic, DOLA, Go-Co, and Wellness grants to leverage local contributions. The Best Grant prioritizes security so it seems the most appropriate choice for our project.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Kiowa County School District Re-1 does not base the contribution to the capitol construction fund on FTE. Every year capitol construction needs are assessed and prioritized, and the amount is budgeted accordingly. The general fund would be utilized if

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there is not enough in the capitol construction line items to cover the match.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$99,004.00	CDE Minimum Match %:	47
Current Applicant Match:	\$87,796.00	Actual Match % Provided:	47
Current Project Request:	\$186,800.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Kiowa County School District Re-1 has been diligent in identifying and prioritizing capital construction needs. Through strong financial practices, the district has budgeted for such projects within the general fund and the capital reserve fund.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$186,800.00	Escalation %:	5
Affected Sq Ft:	17,512	Construction Contingency %:	5
Affected Pupils:	203	Owner Contingency %:	5
Cost Per Sq Ft:	\$10.67	Historical Register?	Yes
Soft Costs Per Sq Ft:	\$0.02	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$10.64	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$920	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	403	Who owns the Facility?	District
If owned by a third party, explanation of ownership:	N/A		
If match is financed, explanation of financing terms:	N/A		

Financial Data (School District Applicants)

District FTE Count:	170	Bonded Debt Approved:	
Assessed Valuation:	\$23,004,077	Year(s) Bond Approved:	
PPAV:	\$135,318	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$931,154	Year(s) Bond Failed:	
Median Household Income:	\$39,630	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	33.1	Total Bond Capacity:	\$4,600,815
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$4,600,815
3yr Avg OMFAC/Pupil:	\$2,839.63		

● **Facilities Impacted by this Grant Application** ●

ARRIBA-FLAGLER C-20 - PK-12 Building System/Safety Upgrades - Flagler ES/MS/HS - 1954

District:	Auditor - Arriba-Flagler C-20
School Name:	Flagler ES/MS/HS
Address:	421 JULIAN
City:	FLAGLER
Gross Area (SF):	67,690
Number of Buildings:	1
Replacement Value:	\$17,048,547
Condition Budget:	\$6,363,774
Total FCI:	0.37
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,085,183	\$1,835,134	0.59
Equipment and Furnishings	\$419,648	\$352,035	0.84
Exterior Enclosure	\$2,517,109	\$127,160	0.05
Fire Protection	\$3,362	\$700,977	208.48
Furnishings	\$136,369	\$92,407	0.68
HVAC System	\$2,335,678	\$698,899	0.30
Interior Construction and Conveyance	\$2,533,100	\$1,496,038	0.59
Plumbing System	\$873,662	\$107,947	0.12
Site	\$1,906,653	\$480,655	0.25
Special Construction	\$938,798	\$1,173,498	1.25
Structure	\$2,298,984	\$0	0.00
Overall - Total	\$17,048,547	\$7,064,750	0.41

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Applicant Name: ARRIBA-FLAGLER C-20

County: Kit Carson

Project Title: PK-12 Building System/Safety Upgrades

Applicant Previous BEST Grant(s): 3

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

If Yes, please explain why:

Project Type:

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

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

Arriba-Flagler CSD #20 is a small, rural school district located on the eastern plains of Colorado. It was the first to voluntarily consolidate in Colorado, requiring a majority vote by constituents in Arriba and Flagler in 1983. 152 students from both communities in Kit Carson and Lincoln Counties are representative of the current student population including preschool-12th grade. This enrollment number characterizes a 17% decrease in students over the last three years. 56% of students are eligible to receive free and reduced lunches. There has been a 106% increase in the number students who are eligible to receive free and reduced lunch prices over the last 10 years. The School District houses all students in one building, the Flagler Public School, with original construction dating back to 1954.

The school building is the hub of activities for both communities, as neither has a community center or any other large facility to hold public events. Families and community members are well attended at school-sponsored activities. The communities support their school and want to maintain the facility as long as feasible. For over 30 years, the District has maintained the school facilities with a small maintenance staff of two custodians. Their vigilant maintenance of the building and its systems has allowed the District to focus funds on the education of its students, while also maintaining important programs, such as music and the pool for community use during summer months.

The Board of Education wants to support the maintenance of its well-kept building and delay new facility construction for as long as possible—ideally decades into the future. Community members and parents have voiced their support for these upgrades and have indicated much less interest in new construction. Beginning over a decade ago, but regaining significant momentum in the last two years, the Board has been working on a strategic plan to phase out the boiler system and complete HVAC, update equipment that is well beyond its useful life—20 years or more, create energy efficiencies, and provide necessary maintenance for the indoor pool. In 2018, the District strove to pay off bonds for the roofing project early and has developed a healthy capital reserve to fund these necessary updates to maintain health and safety of students in the building. Understanding academics as the primary focus of BEST, Flagler Schools is seeking a Department of Local Affairs (DOLA), Energy & Mineral Impact Assistance Grant to improve areas of our facility with large community use, including the gymnasium, locker rooms, weight room, and pool areas.

The District is considered to be Accredited as identified by the CDE Performance Frameworks. The District adopted a 4-day school week two years ago, including over 10 enrichment days for students and 19 days for teachers to begin a district-wide review of curriculum. This innovative approach to the 4-day school week for rural school districts provides valuable enrichment experiences for students (Taekwondo lessons, wind turbine site tours, robotics, cooking, swimming, and more). The District also participates in the Student-Centered Accountability Program, which allows for accountability on a more meaningful level, providing review of such components as curriculum, student learning dispositions, stakeholder engagement, with a focus on educating the whole student. Recently, the District superintendent has written multi-year grants including other Kit Carson County school districts, receiving over \$800,000 to address school climate, truancy and students at risk of

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expulsion, and collaborative programs that have provided vital and necessary funding to support students and families' mental health and social/emotional needs. Recognizing that Arriba-Flagler would not be able to receive these grants alone, the District serves as the fiscal agent to provide a model of prevention in which all students of Kit Carson County benefit.

Deficiencies Associated with this Project:

The deficiencies outlined in this application describe the highest priorities of current deferred maintenance challenges facing our District. Many of these have been priorities for a decade or more, but due to lack of funding have not been able to be accomplished in past efforts by the District. Our school board, administration and volunteers have worked diligently on prioritizing issues, needs, and logical solutions that are fiscally responsible for our District and communities we serve. This internal District facility planning effort has been integral in identifying, defining and creating the basis for determining our collective goals and then laying out the road map to being able to realistically achieve them in a strategic and systematic fashion.

Additionally, a comprehensive building analysis was completed over the second half of 2019. This audit emphasized building health, safety, and included an assessment of all major building systems and infrastructure to identify deficiencies and prioritize improvements relative to various quantitative and qualitative needs.

The District-wide internal planning effort, coupled with the building audit identified numerous deficiencies related to health, safety, accessibility, and ineffective/failing building systems that are critical for occupant health, safety, and supporting educational programs. By far the highest priorities are related to health and safety in the 1964 addition, and the systems, or lack thereof, that serve this heavily used area of the building.

II. RELEVANT HEALTH ISSUES

* POOR INDOOR AIR QUALITY

The HVAC systems serving the 1964 and 2001 addition have significant deficiencies in supplying adequate fresh ventilation air. Carbon dioxide (CO2) sensors were placed in the cafeteria, music room, commons, and kindergarten room from January 23rd to February 10th, 2020 for a total of over 25,000 measurements. The following peak CO2 levels were recorded:

- Cafeteria (1964 Addition): 1,396 PPM

- Music Room (1964 Addition): 1,320 PPM

- Kindergarten Room (2001 Addition): 1,186 PPM

These results demonstrate, definitively, that on nearly every day of occupation, the 1964 addition and other identified areas of the building with HVAC needs are not receiving adequate fresh-air ventilation to maintain even the minimal standards of acceptable indoor air quality levels, or code-required amount of fresh air. This is a direct result of the absence of mechanical ventilation and further exacerbated by failing windows that are difficult or unable to be opened (discussed later).

* FAILING HVAC SYSTEMS, NO COOLING OR MECHANICAL VENTILATION

The majority of the 1964 addition at Flagler Schools does not have cooling or mechanical ventilation. This addition of the building is served by a hot water boiler system with fin-tube radiant heaters or fan coil units distributed throughout the entire west wing of the building. The boiler was replaced in 1996, but is beyond the end of its expected useful life (20 years). The boiler system is ineffective at heating the entire wing of the building and in some instances cannot heat certain areas at all. The aging and failing boiler coupled with failing terminal units has caused significant operational issues. District facility staff has to manually shut off all major zones to force heat to be able to adequately heat the cafeteria, which causes major temperature issues. The original pneumatic control system has failed, and therefore facility staff controls the majority of the 1964 addition of the building manually.

The kitchen systems, infrastructure and equipment are predominantly all original from 1964. The kitchen hood lacks modern

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features and struggles to ventilate the area effectively. The District has tried numerous times to incorporate cooling through a window unit or mini-split system, but both have been ineffective. It is truly an uncomfortable space for kitchen staff to effectively and comfortably provide food service for our students and faculty. Inability to effectively control temperature along with the age of much of the equipment and systems in the Kitchen causes major concerns for both health and safety. Numerous upgrades need to be made to comply with current health code requirements.

The Vo-Ag shop is served with heat only off the hydronic boiler system and has two original unit heaters suspended from the ceiling. They are aged and ineffective at properly heating the space during the winter months. Additionally, the shop has four welding booths that do not have proper exhaust systems. Students and staff have to open up the exterior bay doors to ventilate the space, which causes issues with heating the space as well as security issues.

The 1996 addition has original packaged rooftop units that are past their useful life and failing. The District has spent a significant amount of maintenance time and funds for repairs of these 24-year-old units in recent years, given their typical life is 15-18 years.

The newest addition to our building, the 2001 addition, currently has packaged rooftop units that each serve two large classrooms. These units are past their useful life and are increasing in the amount of maintenance time and funds for repairs, similar to the 1996 addition. Another issue with this area of the building is the comfort issues inherent with one teacher having a thermostat that controls two classrooms. This causes inequity problems and is a source of frustration for faculty in this area of the building.

The high school science room ventilation hood is 38 years old and no longer effectively exhausts fumes from the space correctly. Fire alarms have triggered numerous times, students are exposed to unhealthy smoke, gas and other fumes, and science experiments are limited.

The last health issue related to the school's HVAC systems is the ventilation systems for the 1954 and 1964 restrooms. These systems have been cobbled together over the years and there is no consistency or effectiveness to their operation. Some do not work at all, others will not turn off, amongst various other issues. This causes odor to permeate throughout the hallways and adjacent areas from the restroom locations.

* INADEQUATE WINDOWS & ENTRYWAYS IN 1964 ADDITION

Windows throughout the addition are all original from 1964. They are aluminum frame with single pane, and the exterior seals have been scraped and caulked many times over. The seals in nearly every window have failed, and condensation and infiltration are major issues. These windows provide little in the way of insulation value and are past their useful lives. They are difficult to open and are not able to be used to provide fresh air to spaces.

Exterior doors throughout the west wing are all original and are in poor condition. There are large gaps between the doors and frames, and the manual locks have been replaced many times due to failures. All doors in the 1964 addition of the building need to be replaced.

* HYGIENE ISSUES WITH FLIES

One of the greatest health and safety concerns for the School District is the abundant presence of flies during the warmer months of the year. Unfortunately, two of the areas that should be the most sanitary in a school building, the kitchen and cafeteria, are extremely overrun with flies directly due to the excessive warmth with no air conditioning, location in the center of the building, and presence of food sources during the school day. As doors are opened, flies congregate to these warmer areas of the building. The kitchen staff are extremely worried about the flies' presence and utilize fly swatters, hanging fly traps at night, and electric fly catchers. Custodial staff utilize sanitization foggers cautiously; however, these can't be used daily and have proven to be ineffective at preventing the flies' return to the warmer areas. The bounty of flies naturally spread to other areas of the building, including classrooms. In the months beginning and ending the school year, the effects of flies in a learning environment is distressing to students and staff, to say the least.

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* HAZARDOUS MATERIALS

Another health concern is the presence of asbestos containing materials, or ACM, in various finishes across the building. Based on the School District's last annual report along with additional testing conducted within the last month specific to the scope of the proposed projects in this application, ACM can be found in numerous locations and materials throughout the building including:

- Original floor tile located in the majority of the 1954 hallway (12% Chrysotile), almost all original floor tile in the 1964 addition (12% Chrysotile), and also the floor tile in the 1983 hallway (15% Chrysotile). In all of these areas, the original ACM tile is encapsulated by one or multiple layers of carpet.
- Hard ceiling finishes in the following 1964 areas: Kitchen, locker rooms, restrooms (2-3% Chrysotile).
- The majority of 1964 boiler system piping insulation (mudded elbows only) contain ACM.

II. SAFETY & ACCESSIBILITY DEFICIENCIES

* CAFETERIA & MUSIC HALLWAY EXTERIOR ENTRYWAYS

The propping open of exterior doors in the cafeteria and music hall areas for reasons noted above, creates a significant safety and security vulnerability for our building. This is a major source of consternation for staff and administration – but on our hottest days – it is difficult to not have fresh air in this heavily occupied area of our facility.

* ELECTRICAL INFRASTRUCTURE

Electrical distribution systems are either original to their respective original construction periods or have been installed for specific purposes without a holistic look at the overall distribution throughout the building. This has created confusion over what panels serve what within the building, along with some service single-phase, while more recent renovations is three-phase. There are three different main distribution panels to the building: 1954, 1964, and 2013. Each of these panels is served with separate utility feeds, which is a major code violation that could endanger the life of first responders.

Sub-panels in the 1954 original building have had breakers replaced around 1998. 1964 sub-panels and their feeders are all original and are ungrounded. Distribution upgrades to the 1954 service were made to get adequate power to the 2001 addition, as well as provide more power outlets to the classrooms. The 2013 HVAC project included installing the new three-phase main distribution panel and new sub-panels. Feeders are all original to their respective construction dates.

In addition to the challenges associated with the disparate electrical infrastructure, many sub-panel breakers are used as “switches” by students, staff and community members to turn on and off lights. This is unfortunately necessary for seven panels in the building currently for the gym, stage, cafeteria, kitchen, and Vo-Ag shop. These areas are some of the most frequently used by community members for events as well, and this poses a significant safety concern for the District.

Another safety concern related to electrical infrastructure is the use of manual extension cords to serve power to student computers in both the middle school and high school computer labs. This is a major fire code violation and has been cited numerous times by the fire marshal.

* INTERIOR LIGHTING

The hard ceilings in the hallways of the 1964 addition are quite low (in some areas as low as 8'). Lighting fixtures in these hard ceiling areas are boxy, rectangular surface mount fixtures, original to the construction of the building. Many of these can be reached up and touched by taller students. In some instances, students have even jumped and broken fixtures with their hands, heads, etc. Some of these fixtures are in the main hallway leading to the cafeteria, receiving the most traffic during the

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school day and school events. There are numerous broken, exposed fixtures in these areas that pose fairly significant safety concerns.

* SCIENCE VENTILATION HOOD

The Science Room ventilation hood is 38 years old and no longer effectively exhausts fumes and ventilates the space correctly. This causes significant fire safety issues for our facility. Because of the system nearing complete failure, it has now caused our fire alarms to go off numerous times in the past couple years, which is a disruption for the whole building.

* LIFE SAFETY & EGRESS

The majority of classroom and other interior doors throughout the entire K-12 building have non-code compliant door hardware. Several interior doors throughout the building have knob-type hardware and should be replaced with ADA-complaint lever-type hardware. Existing interior door closers should be replaced to comply with ADA push/pull forces. Deficiencies vary depending on the area/vintage of the building. The inconsistent operability and the frequency of uncontrolled access of the classroom doors creates a serious security vulnerability, severely inhibits egress in case of an emergency, and violates the fire code.

In addition to interior door hardware, the building lacks code compliant interior fire doors to conform with fire/life safety requirements. The existing doors are also unable to lock from the inside, which would prevent teachers from properly securing our students from exterior threats in the event of an emergency. This affects the gymnasium, 1954 hallway, 1964 hallways, pool, and other areas across the building.

Lastly, the science lab and Vo-Ag shop currently have outdated, failing, non-compliant emergency shower and/or eye wash stations. This poses a significant safety concern for the District and limits certain curricular activities for each respective class.

* ADA ACCESSIBILITY

There are several elements throughout the building that pose an accessibility challenge or safety hazard. Over the years, proactive efforts have been made to provide accessible restrooms throughout the building, including installation of newer fixtures and larger stalls. However, the restrooms in the building are still notably deficient from the current ADA standards and require extensive remodeling to meet these standards. In many cases, this includes replacing toilets, toilet partitions, grab bars, lavatories, faucets, toilet accessories, doors and door hardware, and adequate signage. The District has been resourceful in making accessible restrooms for our students, by using a staff restroom; however, the District recognizes this is not a permanent solution for multiple students throughout the building. Additionally, the science classroom and lab does not have an accessible sink to go along with the eyewash station and emergency shower previously mentioned.

Students with disabilities in elementary classrooms, vocational classrooms, cafeteria, and the commons area must travel over 200 feet to access what is considered to be a handicapped accessible restroom, located in the high school hallway. One of the District's biggest concerns is that our youngest elementary students with disabilities must make this trek to the high school restrooms that are considered handicapped accessible. Some of our students with disabilities require aides to assist them, and aides report that the students are sometimes ambivalent about using the high school restrooms. Therefore, restroom breaks are often "scheduled" during class time in order to minimize the presence of other students in the restroom. The Arriba-Flagler CSD #20 must assure a free and appropriate public education (FAPE) for our students with disabilities, which includes the need to educate students in the least restrictive environment. We must ensure that restrooms and the Science classroom are accessible as part of this assurance of FAPE.

Proposed Solution to Address the Deficiencies Stated Above:

I. HEALTH-RELATED SOLUTIONS

* NEW HVAC SYSTEMS

In order to improve thermal comfort, provide code required ventilation rates that meet current code (2018 IMC), create

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building-wide standardization for heating/cooling/ventilation systems, improve maintenance and ease of operation – the following HVAC systems throughout building will be replaced:

The 1964 hot water boiler system serving the entire west wing will be completely demolished and replaced. This will include the boiler, pumps, central plant piping, pneumatics, air-compressor, domestic hot water tank, heat exchanger, fin-tube heaters, fan coils, certain exposed hydronic piping, original thermostats, and other system components.

All new dedicated packaged rooftop equipment will be installed for the cafeteria, music room and hallways in the 1964 addition. Distributed ductwork will be installed in new suspended ceilings for these areas and also the high school computer lab and Vo-Ag shop classroom.

To comply with current health and fire code requirements, the kitchen will have its HVAC systems fully replaced. This will include installing a new, dedicated packaged rooftop unit for heating and cooling. Additionally, a new cooking hood and makeup air unit will be installed for proper ventilation. Ceilings will be replaced to accommodate new distributed ductwork.

The Vo-Ag shop will have existing unit heaters and hydronic piping demolished. New infrared radiant heaters will be installed for proper heating requirements of the space. New source capture exhaust systems at each welding station tied into central exhaust fan will be installed. Direct removal of welding fumes will prevent students from breathing in harmful gases.

Original 1996 addition packaged rooftop units that are past their useful life, failing and difficult to maintain, will be removed and replaced with modern, energy efficient equivalents.

Original 2001 addition packaged rooftop units that are past their useful life, failing and difficult to maintain will be replaced with modern, energy efficient equivalents. One unit per classroom will be provided with individual temperature control. Ductwork will be modified to accommodate new distribution for each space. These improvements will eliminate inequity and comfort problems for students and teachers.

Science room ventilation hood and systems that are nearly 40 years old and no longer effectively exhaust fumes nor ventilate the lab and classroom correctly will be replaced. This will eliminate both health and safety issues for the space and also the entire building. Additionally, it will allow our science teacher to be able to conduct a more robust curriculum.

Ventilation/exhaust systems will be replaced and standardized for the 1954 and 1964 restrooms, bringing them up to code with air-change and operational requirements.

A new building automation system will be installed to provide centralized and remote operation, energy efficient control strategies, demand control ventilation, as well as to enable remote monitoring and troubleshooting capabilities.

It should be noted the District wants to be responsible in its request for funds from BEST – with the goals of consistency, standardization, and equity building-wide when it comes to heating, air-conditioning and ventilation – the Arriba-Flagler School District plans to implement additional upgrades to improve HVAC and other infrastructure outside of the BEST grant scope, but ideally during the same construction.

The first, as previously mentioned is through the DOLA grant related to the community use areas – upgrading mechanical, electrical, and overall renovation of the pool, pool locker rooms, gymnasium, and weight room. For more than a decade, the School District has closed the pool during the school year and the town of Flagler rents the pool during the summer and hires staff to run it. Recognizing that the pool isn't a necessity for education, the District has heavily considered the costs for renovation of its 1964 failed systems and closing the pool entirely. After receiving feedback from parents and students and to determine level of interest, the District offered free swimming lessons for students during three Friday enrichment days this school year. More than half of our enrollment attended on these days, representing significantly greater attendance than any other enrichment days we have offered. Parents and students expressed extreme satisfaction with the swimming lessons. The swimming days were such a success that elementary teachers designed a reading challenge for students to earn swimming for PE class in May this year. Students are overwhelmingly responding to this challenge. Special needs students greatly benefited

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and enjoyed this physical therapy. Our music and PE teacher have become certified lifeguards and our plans are to incorporate swimming into the school day for PE classes and winter varsity sports conditioning when our project is complete. For these reasons, the Board of Education values the pool's contribution to the health, safety and education of our students, in the present and future.

The second, is to implement HVAC, electrical, lighting and other improvements specifically in the classrooms to allow them to have independent heating, cooling, and ventilation. This will be accomplished through zoning dampers and adding the building automation system to these areas of the building. Obviously, the District does not want to replace the equipment and systems from the 2013 project, but rather modify and upgrade the systems to achieve the goals of consistency, standardization, and equity.

* REPLACE WINDOWS & ENTRYWAYS IN 1964 ADDITION

Original windows and exterior entryways in the 1964 west wing addition will all be replaced due to age and security concerns, as well as their performance ability on mechanical design, and should be completed simultaneously. Windows will be replaced with new, insulated, thermally broken, aluminum frame windows with double pane, low-e glazing. All exterior doors will be replaced with insulated metal doors (glazed where appropriate). Exterior doors will have the existing three-year old access control system re-installed per that system's original design.

* HAZARDOUS MATERIALS

ACM exists in several areas of ceiling that need to be removed for the HVAC replacements, so these ceilings will be abated prior to HVAC and renovation work being completed. Mudded joints on the elbows of the 1964 hydronic plumbing infrastructure will be abated/removed prior to demolition activities.

II. SAFETY & ACCESSIBILITY SOLUTIONS

* ELECTRICAL INFRASTRUCTURE

In order to provide a comprehensive solution and code compliant system, the two existing, separately fed distribution panels will be demolished, and will be consolidated to the newer distribution panel located outdoors by the transformer. This will eliminate the issue of multiple utility feeds and will provide a single point of electrical shut down for first responders.

All feeders to the panels previously served by the demolished distribution panels will be replaced with properly grounded feeders. All panels with un-serviceable equipment from 1964 will be replaced with modern panels.

Proper lighting controls will be installed in all areas where breakers were previously used for switching. Electrical distribution in both computer labs will be upgraded to eliminate use of multiple extension cords.

* INTERIOR LIGHTING & CEILINGS

In locations where new ductwork for HVAC systems will be installed, new lay-in ceilings and new troffer LED light fixtures will also be installed to replace the existing 50+ year old fixtures and ceilings.

Additionally, in the hallway connecting the main entrance to the west wing, where low hanging light fixtures have been damaged by students, new light fixtures and a new ceiling will be installed to prevent future damage and eliminate safety issues.

* LIFE SAFETY & EGRESS UPGRADES

All interior doors that do not currently have accessible hardware will have their hardware replaced with lever handles and compliant locking systems based on use type to meet ADA standards and State recommended locking functions.

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Doors providing separation between fire areas will have doors and jambs replaced with code compliant equipment and hardware. This includes interior hallway doors and also the science lab chemical storage closet.

Emergency shower/eye wash stations for the science lab and Vo-Ag shop will be updated with modern, code compliant equipment.

* ADA ACCESSIBILITY

Restrooms will be re-modeled to incorporate modern ADA standards to provide accessible restroom facilities for the District's special needs students. This includes the replacement of stall dividers, installation of properly configured grab bars, and the installation of accessible height lavatories, toilets, and urinals.

The renovation of the restrooms to accommodate ADA will require the replacement of significant portions of fixtures, as well as wall and floor finishes; and these fixtures and finishes, which are 30-50 years old depending on the area, will be fully replaced in each restroom. A handicapped accessible sink and eyewash/shower station will be installed in the Science classroom.

How Urgent is this Project?

If the Arriba-Flagler CSD #20 is unable to adequately fund the needed improvements to the Flagler Public School building, these major deficiencies will continue their day-to-day negative impact on the health, safety, and overall educational experiences of our students. Some of the major health concerns outlined as deficiencies will continue to increase in having adverse effects on our students, staff and community as a whole. The School District is past the point where short-term improvements can have any sort of lasting effect on these system's operation or effectiveness. The continued reactive upkeep and repairs are no longer fiscally wise for us to pursue, nor is it responsible in our role as custodian of taxpayer money.

Many of these systems are interdependent, making it nearly impossible to single out any one need as more important than the others. All of these improvements, in one way or another, impact the health and safety of our students – as well as the education of our students – and all improvements must be addressed immediately and comprehensively.

The Arriba-Flagler CSD #20 has been strategic in planning for the resolution of the critical deficiencies described in this application with capital reserve dollars. We are at a critical juncture to avoid the expected or imminent failure of many of the building systems and infrastructure issues. In some cases, in fact, system failures have already occurred.

As the facility stands today, the following areas have already reached a point of failure or are out of code compliance:

- HVAC systems: 1964 addition
- Electrical infrastructure: Building-wide
- Window systems: 1964 and 1954 additions
- Door hardware/egress/life safety: Building-wide
- Emergency shower/eye wash stations: Science lab and Vo-Ag shop
- ADA accessibility/safety: Building-wide

And these are systems/infrastructure that are high risk and liability issues for our District:

- Failing boiler system: 1964 addition
- Electrical infrastructure: Building-wide

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- Asbestos: Building-wide
- Door hardware/egress/life safety: Building-wide
- Entryways: 1964 addition
- Emergency shower/eye wash stations: Science lab and Vo-Ag shop

In summary, if the grant request is not awarded, equipment will continue to fail, and more funds will be expended with no benefit other than a short-term fix that enables the District to limp along for another year or two. These short-term fix funds will continue to deplete money from the capital budget, and the District will be in an even worse position to provide a match at a later date.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District will update the facilities major maintenance plan every five years so that students and staff perform better in an environment that is appropriate for a high-quality educational experience – comfortable, healthy, productive, and safe. The updated plan will focus on HVAC systems, electrical & lighting systems, plumbing systems, on-going energy management, preventative maintenance plan, and other components not related to this proposed project, but still integral to being preemptive in taking care of the District's buildings, systems, infrastructure, and campus.

This project will help make a major paradigm shift from reactive, piecemeal and band-aid fixes to catching up, having reliable systems, and being in a proactive position to be able to effectively budget and maintain building systems and infrastructure. This will undoubtedly allow the District to reallocate funds in its budget for other critical uses, no longer needing to allocate funds to be spent on system and equipment repair costs as well as high utility costs.

Proactive preventative maintenance will become a major component of our facility operations and will include routine inspections both by District staff and partner contractors to identify and correct necessary items before they become larger issues and put the District back into a reactive position. Expectations for routine and predictive maintenance will also become a part of our maintenance operation department. Additionally, the District will look to contract with local contractors to develop a Preventative Maintenance & Service Plan on major equipment and systems including agreed upon PM services, negotiated labor rates, annual timeline, etc.

For the last six years, the District has set aside a minimum of \$20,000 per year (approximately \$132 per student) for capital renewal and/or capital reserve for eventual replacement of the major equipment, systems and other components relative to their respective life expectancy and will continue to do so. ASHRAE and manufacturer data is available that states, "equipment life of packaged rooftop units is estimated between 15-20 years." These funds will be set aside to address one of the biggest expenses in the future, which will be replacing the packaged units in approximately 17 years. Arriba-Flagler Schools realizes the sizable investment in the BEST proposed projects and ensures that it will do its best to not only maintain, but be proactive, in addressing its facilities needs well into the future.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Flagler Public School building was constructed in five phases. The well-maintained original building was constructed in 1954, housing kindergarten through 12th grades. Phase II construction in 1964 provided for two vocational classrooms, Vocational Agriculture (Vo-Ag) workshop, Music classroom, Cafeteria and Kitchen, an indoor pool, restrooms and dressing rooms. In 1983, Phase III included construction of locker rooms, weight room, and Science classroom/laboratory as well as hallways connecting the 1954 building to the gymnasium. Phase IV construction occurred in 1996, which included

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administration office space, a teacher workroom, and a computer lab. The Phase V addition project in 2001 provided Preschool, Kindergarten, Title I, 1st; grade classroom and restrooms.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Despite the question asking for capital projects undertaken in the affected facility within the last three years, we feel it is important to go a little further back to the 2012-13 BEST cycle to provide better background for the projects being proposed in this application request. In that cycle, our District applied for and received a BEST grant to upgrade HVAC systems in the amount of \$557,676, with a total project cost estimated at \$871,368. New systems were installed over classrooms in the 1954 wing, and a couple of classrooms in the 1964 wing, with the exception of the areas identified as needs in this grant request.

The District built a new asphalt roof in 2015 for the 1954 building and 1983 classroom addition, utilizing BEST funds and a bond to match. In 2016, the Arriba-Flagler CSD #20 was fortunate to achieve a BEST Grant to address highest priority safety and security issues throughout the building. This included replacement of some failing doors in the pool and gymnasium, installation of an access control system, intercom/video monitoring system for the front door, security cameras and monitoring system for building hallways and the outside perimeter of the building, and replacement and installation of LED light fixtures on the outside of the building above sidewalks and doorways.

The School District received a grant from the Colorado Health Foundation in 2017 to build an outdoor playground area for middle-school youth, a disc golf course around the school campus, as well as an outdoor learning environment located in the courtyard, situated between the 1954, 1964, and 1983 additions. The District installed updated drainage for the courtyard which is a flood-prone area, repaired and installed accessible sidewalks, and constructed a fence to protect this area.

In April 2018, the Flagler Public School building suffered a major roof loss due to wind over the 1964 Vo-Ag shop/pool area. Two weeks later the District suffered a significant hailstorm that created significant damages to the asphalt roofing over the 1964 addition. During the process of that roof replacement, in July 2018, another significant baseball-sized hailstorm demolished all roofs, including the asphalt roof over the 1954 building installed just two years prior. All roofs were replaced with 60 mil EPDM over the 1954 building, 1964, 1983 and 2000 additions in 2019.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Arriba-Flagler has been extremely diligent in efforts to pay off a bond issue early, specific to a roof project from 2015 that provided a prior BEST match. Additionally, the District in recent years has been fiscally aggressive in building up Capital Reserves as a match for the BEST grant specific to academic areas related to health & safety; and the DOLA grant for community use areas of the facility. The District is seeking the DOLA grant to fund required ADA upgrades for the aforementioned heavily utilized community use areas of the building (pool, gym, locker rooms, weight room), energy efficiencies in lighting throughout the building, and general safety issues which affect student, staff, and public use. The District is considering a small energy performance contracting project through the Colorado Energy Office program, with lease-purchase financing offset by the energy and operational savings to supplement matching funds for both the DOLA and proposed BEST grants.

In the past, as well as this year, the District has sought USDA Capital Equipment Assistance grants to aid with upgrading antiquated equipment in the Kitchen, which has freed up funds to provide for other necessary plumbing, electrical and general maintenance issues that require immediate repair. Additionally, the District has received a Colorado Health Foundation grant, allowing for an Outdoor Classroom Environment/Courtyard that allowed for the District to address necessary drainage and safety issues surrounding one section of the building. Presently, the District is seeking funds to build a sensory garden area, which will inherently allow for the District to repair drainage and other safety issues surrounding another outdoor section of the building. District administration will continue to be resourceful in seeking grants to maximize the use of capital reserve/matching dollars to address student and facility needs.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Over the last five years, the Arriba-Flagler CSD #20 has invested and saved carryover dollars to fund strategic plans to address much needed repairs and replacement as outlined in this application. In FY 19, in addition to setting aside \$20,000 for capital projects, the District spent \$49,000 on capital outlay districtwide, at a rate of approximately \$314 per student.

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If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Energy savings is not the primary reason Arriba-Flagler Schools is interested in implementing this project. The main goals are improved health and safety in the 1964 addition, with secondary goals of consistency, standardization and equity across the school building. However, the District recognizes by replacing HVAC systems, installing building automation controls, replacing original lighting and other related improvements, there will be some energy savings achieved from the project. However, adding air-conditioning and mechanical ventilation and fresh air to the Cafeteria, Kitchen, Music room, and other upgraded areas will offset much of the utility savings from the aforementioned improvements.

The District currently spends a total of approximately \$75,000 on electricity, natural gas, and water for our K-12 campus. The utility savings after all proposed upgrades are implemented is currently projected to be \$7,000 annually (including projects that will be implemented in concert with the BEST scope of work). Our District is excited to add air-conditioning, properly provide fresh air and ventilation to spaces in need, and still be able to net utility savings that can be levered through the energy performance contract to assist our capital dollars as a match for the BEST grant.

Arriba-Flagler Schools also anticipates approximately \$11,500 annually in maintenance/repair cost savings as well, significantly benefiting the District's maintenance budget.

Current Grant Request:	\$1,385,530.80	CDE Minimum Match %:	50
Current Applicant Match:	\$923,687.20	Actual Match % Provided:	40
Current Project Request:	\$2,309,218.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	The match will come from the unreserved dollars--District's Capital Reserve fund and General Fund Carryover dollars. Additionally, the goal is to also supplement these funds with lease-purchase financing for a small energy performance contracting (EPC) project.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$2,309,218.00	Escalation %:	2
Affected Sq Ft:	46,451	Construction Contingency %:	5
Affected Pupils:	152	Owner Contingency %:	5
Cost Per Sq Ft:	\$49.71	Historical Register?	No
Soft Costs Per Sq Ft:	\$7.54	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$42.17	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$15,192	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	445	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

With the facility improvement needs and urgency continuing to increase year over year, Arriba-Flagler CSD #20 began researching options on ways to supplement our Capital Reserve dollars to maximize a match and apply for BEST grant funding (and other grants as previously mentioned). Given our District's budget and operation, we strive to be as fiscally responsible as possible and absolutely want to exhaust all options to maximize our budget dollars in an effort to achieve District and community goals. We were introduced to the concept of energy performance contracting (EPC) and how EPC enables the

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District to combine multiple funding sources (grants, rebates, annual utility savings and operational savings) to leverage lease-purchase financing for the up-front costs (the match), and then lease payments are offset by annual savings and capital dollars over time. Thus, reducing the amount needed for upfront capital dollars and maximizing current District capital funds towards projects; all while being more efficient with our infrastructure and operations. Our Board has spent a significant amount of time understanding how other Districts have used EPC and lease-purchase financing, to be able to ensure it was a good supplemental match source to stretch our Capital Reserve dollars further. It is still challenging to design a performance contract to provide the annual cash flow required by state legislation, therefore we must still request a waiver of our assigned match percentage in order for us to be able to fit the overall project into our existing, and future budgets.

Financial Data (School District Applicants)

District FTE Count:	140	Bonded Debt Approved:	\$340,000
Assessed Valuation:	\$30,703,916	Year(s) Bond Approved:	14
PPAV:	\$219,314	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$2,268,659	Year(s) Bond Failed:	
Median Household Income:	\$47,500	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	56.4	Total Bond Capacity:	\$6,140,783
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$6,140,783
3yr Avg OMFAC/Pupil:	\$2,627.85		



BEST School District and BOCES Grant Waiver Application

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

The Arriba-Flagler respectfully requests the BEST Board consider this waiver request of 10%, or \$230,000. Over the last five years, the budget stabilization factor has equaled to a \$1,198,296 loss for the district. The requested waiver amount is approximately equal to one year of that loss. We have also experienced a 17% decrease in student enrollment over the last three years. If the waiver is not provided, the District would need to use general fund dollars typically allotted for instruction, including teacher salaries and instructional materials we are already providing. Without the waiver, many of these offerings would need to be eliminated, specifically, instructional materials (e.g., textbooks and educational programs) and our .5 FTE Music/Aide position, as we are operating with a minimum staffing pattern as well as conservative instructional material budget, having no counselor and only one teacher per grade level and content area.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

The District recognizes that the unreserved fund balance is healthy. Part of the Board’s purpose of developing a part of this fund balance in the last four years has been to strategically address safety and health through HVAC, as well as other planned projects for which these dollars are allocated, including updating transportation. In addition, the District was saving funds to comply with a roofing replacement plan which was part of a prior BEST grant in 2015. However, a major hailstorm unexpectedly interrupted those plans in 2018, leaving major damage to areas that were planned to be replaced. Therefore, those capital dollars did not have to be spent on those roof replacements. In 2018, the District then completed an Energy Savings for Schools audit and CDE School Report. The Board utilized these audits to create a strategic plan for facility upgrades to maximize capital dollars through this BEST application, a DOLA grant and EPC Contract. The District has created cost-savings by employing a dual principal-superintendent for five years. Administration has also sought grants to assist with student mental health and truancy to balance that there is no District counselor.

The District also realizes that student needs are increasing, and we must be prepared to increase instructional resources and staff as necessary. Arriba-Flagler has experienced a shift in the number of at-risk students it serves, including a 67% increase in students who need special education over the last five years and a 42% increase in the number of students who are eligible for free and reduced lunches. The District is planning to need to hire two additional FTE, for K-12, as well as for Preschool, in order to meet the instructional needs of special education students. Coupled with the facts that the district has experienced a 17% decrease in enrollment during these five years, as well as the impact of the budget stabilization factor, this \$230,000 waiver allows us to continue to focus District funds on the education of our students, responding to the needs of our students with special needs, while allocating capital dollars to complete these vital facility upgrades, without needing to utilize funds allocated for the instruction of our students.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant's PPAV: \$219,313.69

Weighted Rank: 3.12% of 5% max

Agreed.

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

Applicant's Median Household Income: \$47,500

Weighted Rank: 4.55% of 15% max

Compared to the American Community Survey (ACS 5-year) on Census.gov, the median income for Colorado falls at \$65,458. The majority of our students and families live within the towns of Arriba and Flagler and we do believe that \$47,500 figure is not representative of the majority of our families, and is skewed by some relatively wealthy farms and ranches scattered across the district. As indicated on the ACS on Census.gov, the median household income for Arriba is \$31,607 and the town of Flagler is identified to have a median household income of \$42,083.

C. 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.

Applicant's FRED Percent: 56.4%

Weighted Rank: 6.85% of 20% max

Agreed; while the District has experienced a 17% decrease in enrollment in the last five years, the actual count of students eligible for free and reduced lunch in the District has increased by 42.3% in that same time period. The count has increased 106% over the last 10 years.

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

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

Agreed.

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

Applicant's Bond Mill Levy: 0.00

Weighted Rank: 20% of 20% max

Agreed.

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

Applicant's Remaining Bond Capacity: \$ 6,140,783

Weighted Rank: 6.29% of 20% max

Agreed.

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

District's Unreserved General Fund: \$2,268,659

Weighted Rank: 9.66% of 20% max

Agreed. However, some of these funds have been strategically developed to apply as matching funds for this proposed grant as well as a DOLA grant and Energy Performance Contracting. The district also earmarked some of these funds to provide transportation upgrades (for which some is allocated) and a roofing replacement plan which is no longer needed and will be reallocated to provide matching funds for these proposed grants.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

The Board of Education wants to support the maintenance of our well-kept building and delay new facility construction for as long as possible – ideally decades into the future. Community members and parents have voiced their support for these upgrades and have indicated much less interest in new construction. The Board has been working on a strategic plan to phase out the boiler system and complete HVAC, update equipment that is well beyond its useful life, create energy efficiencies, and provide necessary maintenance for the indoor pool.

As the pool area’s 1964 failing systems are beyond a critical point, the Board has carefully weighed the decision and costs to maintain or close the pool, and recognizes that many districts chose to close their pools. Recognizing that the pool isn’t a necessity for education, we have realized its importance to the health, safety and education of our students. For more than a decade, the school district has closed the pool during the school year. It is now at a critical point in which maintenance must be completed if it is to remain open even during the summer. We have found creative ways to offer swimming a few days this school year in order to gauge interest with students and parents. The results have been overwhelming to the point that teachers have developed the spring reading challenge to have a swimming incentive. We have found that our wheelchair-bound and special needs students greatly benefited and enjoyed this physical therapy. For these reasons, the Board of Education values the pool’s contribution to the health of our students, in the present and future, especially as we are located in the most obese county in Colorado. The pool is the only public-use indoor pool along I-70 from Aurora to Colby, Kansas.

The Board of Education values the importance of the pool for our students and community, and for the reasons described, plans to commit funds to support its maintenance. If we do not spend the necessary money for these upgrades, the pool will be permanently closed and our students will lose this important recreational and physical activity opportunity.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The cumulative amount of the desired DOLA and Capital projects not included in this BEST application are currently estimated in the range of \$2,000,000 - \$2,500,000 depending on the final scopes to be pursued. The District match for the DOLA grant is projected to be \$800,000 - \$1,000,000. The Capital projects estimate is \$350,000 - \$450,000. So out of the District’s current Capital Reserve Budget, with total funds available in the amount of \$2,600,000, we are earmarking \$2,050,000 - \$2,350,000 as matching/capital funds for all desired projects combined. The district wants to keep a reasonable cushion in the Capital Reserve Fund of – at a minimum – \$500,000 for contingency and emergency purposes. The District realizes the importance of leveraging a small energy performance contract/lease-purchase coupled with a sensible match request (10%) to CDE for our BEST project. All of this combined will help ensure we achieve our facility and financial strategic goals.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

40%

CDE Minimum Match Percentage:

50%

● **Facilities Impacted by this Grant Application** ●

STRATTON R-4 - PK-12 Electrical/HVAC Renovations - Stratton ES - 1976

District:	Auditor - Stratton R-4
School Name:	Stratton ES
Address:	219 ILLINOIS AVENUE
City:	STRATTON
Gross Area (SF):	22,820
Number of Buildings:	1
Replacement Value:	\$5,999,121
Condition Budget:	\$2,376,829
Total FCI:	0.40
Adequacy Index:	0.09



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,040,157	\$642,007	0.62
Equipment and Furnishings	\$227,732	\$60,083	0.26
Exterior Enclosure	\$1,065,479	\$0	0.00
Fire Protection	\$11,481	\$249,252	21.71
HVAC System	\$514,888	\$505,594	0.98
Interior Construction and Conveyance	\$791,345	\$474,044	0.60
Plumbing System	\$330,045	\$131,631	0.40
Site	\$1,318,747	\$550,532	0.42
Structure	\$699,247	\$0	0.00
Overall - Total	\$5,999,121	\$2,613,143	0.44

STRATTON R-4 - PK-12 Electrical/HVAC Renovations - Stratton MS/HS - 1961

District:	Auditor - Stratton R-4
School Name:	Stratton MS/HS
Address:	219 ILLINOIS AVENUE
City:	STRATTON
Gross Area (SF):	57,140
Number of Buildings:	2
Replacement Value:	\$12,172,474
Condition Budget:	\$6,352,517
Total FCI:	0.52
Adequacy Index:	0.10



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,408,990	\$1,754,005	0.73
Equipment and Furnishings	\$436,654	\$395,255	0.91
Exterior Enclosure	\$1,635,677	\$114,499	0.07
Fire Protection	\$13,186	\$591,725	44.87
Furnishings	\$552,338	\$0	0.00
HVAC System	\$1,140,252	\$1,019,978	0.89
Interior Construction and Conveyance	\$2,383,248	\$1,714,191	0.72
Plumbing System	\$999,446	\$791,478	0.79
Site	\$732,016	\$563,113	0.77
Structure	\$1,870,668	\$0	0.00
Overall - Total	\$12,172,474	\$6,944,244	0.57

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: STRATTON R-4

County: Kit Carson

Project Title: PK-12 Electrical/HVAC Renovations

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why:

Project Type:

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

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

Stratton School District R-4 is a small, rural school district located on the eastern plains of Colorado with an enrollment of 239 students PK-12. This enrollment number characterizes a 14% increase in students over the last three years. Fifty-three percent of the students are eligible to receive free and reduced lunches. This has been a 101% increase in students who are eligible to receive free and reduced lunch prices over the last 10 years. The school buildings are the hub of activities for Stratton. The community supports their schools and wants to maintain the facility as long as feasible. For over 30 years, the district has maintained the school facilities with a small maintenance staff of two full-time custodians. Their vigilant maintenance of the building and its systems has allowed the district to focus funds on the education of its students, while also maintaining important programs, such as music, art, vocational agriculture, business and many other activities.

The district's greatest asset is its people, a tightly knit, hard-working community known for its friendly and caring atmosphere. A mix of fourth-generation ranchers, longtime local, and new residents, Stratton is filled with both citizens and students, all of whom have a strong sense of community pride and tradition. It is the district's hope that a BEST grant would give the district the ability to continue to ensure a safe environment for our students, staff and community members with the goal of continuous improvement towards a high-quality education and satisfying, healthy experience for students and community members for the long-term future.

Stratton School District is in need of financial assistance in regards to upgrading its HVAC and electrical systems. We have taken great pride in the past of maintaining its facilities, however over the many years of financial recessions from the state of Colorado, we have not had the funding to replace equipment that is beyond useful life and has become unreliable. This is causing continuous increases in maintenance costs and system failures that impact the comfort and internal air quality of our schools. Many of our roof tops that provide heating and cooling are 20 years old or more. The life expectancy of these units was 15 years. We currently have issues with our control systems because of the age of these units and cannot provide an adequate learning environment for both staff and students.

Deficiencies Associated with this Project:

The systems sought to be improved by this grant request are primarily infrastructure systems that support healthy, safe learning environments. As detailed below, these systems have been maintained at a high level for a long time, but are now at the point of requiring renewal to perform the basic functions required of a modern K-12 school.

JR-SR HIGH SCHOOL ELECTRICAL SYSTEMS

Electrical distribution systems are primarily original to their respective construction periods. The exceptions to this are three rooftop panelboards that provide power to HVAC units, which were installed in 2001. The main distribution panel located in the basement is original to the 1961 construction of the building. This gear provides power to all panels throughout the

BEST FY2020-21 GRANT APPLICATION SUMMARIES

school. The gear is in poor condition, and spare parts are not available. The main switches have not been actuated in many years and appear to be in an un-useable state. This presents a significant safety concern for maintenance personnel because power cannot be shutoff to panels for upgrades or preventive maintenance operations.

Distributed panels throughout the school are in similarly poor condition. Parts for these panels are no longer available, making the system un-serviceable. Additionally, none of the panel feeders contain separate ground and neutral wires – even those installed in the 1990s. This can lead to dangerous live voltages present on supposedly grounded equipment.

Essentially, the entire electrical distribution system outside of the individual branch circuits is in high need of replacement.

Additionally, there are several areas where breakers are used for switching, which has contributed to unsafe condition of panels and breakers.

HVAC & CONTROLS

Existing HVAC systems at both the Elementary and Jr-Sr High Schools consist of packaged single-zone rooftop units. Nearly all classrooms have a dedicated rooftop unit to provide independent temperature control to only that room.

At the Jr-Sr High School, several of these units were replaced in 2007-2008 and were incorporated into a building automation system that remotely controls and monitors these units. These units are good working order and control the thermal comfort of their classrooms quite well. There are, however, 12 remaining rooftop units that were installed in 2001 that are past their useful life (15 years) and have required increasing maintenance attention and service costs.

The situation at the Elementary School is similar. Most units at this school were replaced in 2007-2008 and have modern controls. Three units, though, still remain from 2001 and are in similar shape to those at the Jr-Sr High School.

Proposed Solution to Address the Deficiencies Stated Above:

HS ELECTRICAL SYSTEMS

The main distribution panel (MDP) located in the basement will be completely replaced with modern, code compliant equipment. Feeders to this panel were inspected and observed to be in good condition, so they will be re-used. New grounding will be installed to meet current NEC requirements.

All panels served from this MDP will be replaced, and all feeders will be re-run in accessible areas with separate ground and neutral wires.

Proper short circuit fault current analysis will be performed, and new equipment will be installed with adequate fault current ratings.

HVAC & CONTROLS

All rooftop units from 2001 will be replaced with new, high efficiency, multi-stage units. This amounts to 12 units at the Jr-Sr High School and 3 units at the Elementary school. These units will be integrated into the existing building automation system, which will be able to provide proper levels of thermal comfort control and assure appropriate ventilation to all classrooms throughout both facilities.

How Urgent is this Project?

As stated in the deficiencies section, numerous areas of the building are falling short of meeting code requirements for electrical safety, indoor air quality, and thermal comfort due to systems that are well beyond their useful life and well behind current technologies. HVAC unit failures are becoming more frequent and ongoing maintenance and repairs are becoming difficult due to equipment age. The situation worsens each year as the equipment continues to age.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Since the electrical system is well beyond its capacity, the district will continue to have limited ability to improve equipment, upgrade HVAC systems or implement classroom technology.

If the grant request is not awarded, equipment will continue to fail, and more funds will be expended with no benefit other than a short term fix that enables the district to limp along for another year or two. These short term fix funds will continue to deplete money from the capital budget, and the district will be more challenged to provide the grant match each year that the renovations are delayed.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District has historically maintained its facility and equipment well, which is why most of the building systems continue to operate at some level well beyond their rated useful life. The District will continue this tradition of operation and maintenance. For the HVAC systems and controls, Stratton is dedicated to utilizing a low-maintenance system that can be updated to extend its life beyond its rated useful life.

We utilize life cycle cost analysis to determine which systems provide the overall lowest cost to the district and has selected, HVAC, and controls systems accordingly. This provides the most effective use of both B.E.S.T. and Stratton's funds. The electrical, HVAC, and control systems upgrades will allow Stratton School to continue using its existing school buildings for decades into the future. Stratton will continue to allocate \$225.00 per student per fiscal year to the district's capital renewal reserve fund per State requirements. With Stratton's current enrollment, this creates a minimum allocation of \$47,250 per year. Stratton will continue to look first toward using its own resources to the greatest extent possible to keep up with future capital demands at the facility.

Equally important to financial resources is Stratton's continued attention to operations and maintenance (O&M). Stratton has always been able to maintain its equipment so the equipment reaches – and often exceeds – the equipment's rated useful life. This dedicated O&M effort will continue to play a key role in how Stratton is able to maximize the value of its facility's equipment. As part of this O&M effort, Stratton allocates approximately \$110,000.00 per year for O&M (in current fiscal year dollars) as shown below:

- \$55,000.00 – electricity utilities
- \$25,000.00 – natural gas utilities
- \$30,000.00 – O&M third party labor for mechanical/electrical/plumbing (MEP), controls, other facilities support services
- \$26,000.00 – O&M supplies and other facilities support services

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The main classroom portions of the Jr-Sr High School were originally constructed in 1961 as a 31,905 sq ft building. A 4,279 sq ft courtyard infill that currently contains the library and computer lab was built in 1976 along with a 3,565 sq ft locker room and weight room addition. In 1991, two additions totaling 11,363 sq ft were constructed – the front offices, music room, and wrestling room; and the kitchen and cafeteria. This brings the building to its current size of 51,112 sq ft.

A 1,250 sq ft maintenance building and 5,600 VoAg shop are also located on the site of the Jr-Sr High School just to the east of the main building.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The Elementary School is a 22,500 square foot building constructed in 1976. This was a replacement for the original elementary school built in the 1920s.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Jr-Sr High School – In 1976 the atrium was enclosed and made into the library, board room, computer lab, counselor’s office and business lab. In 1991 the front offices, entry way, music room, stage and cafeteria were added. An energy performance contract was completed in 2001 where the old hot water boiler system was replaced with rooftop units for heating and cooling. Additionally, old T12 fluorescent lighting was replaced with more efficient T8 lamps. In July and August of 2008, a new roof was put on the MS/HS building. In 2008, air conditioning was added to the gymnasium and the cafeteria. In October and November of 2008 new A/C and heating controls were put in the gymnasium. In the summer of 2018, asbestos tile abatement was completed and new carpet installed in the MS/HS building. In total, 7 of the 21 rooftop HVAC units were replaced in 2008. Two additional units were replaced in 2018. A custom built ventilation system was added to the VO-AG shop in 2018.

Elementary School - In 2005, new carpet was installed in the elementary. In July and August of 2008, a new roof was put on the elementary school by WeatherSure along with 14 new rooftop units. In October and November of 2008 new A/C and heating controls were put in at the elementary. There has not been any capital improvements made to the elementary school within the last 3 years.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

As a means to leverage additional funding sources, the District is considering an Energy Performance Contract structure in order to capture cost savings to help fund the grant match. Energy savings resulting from the scopes of work are still being evaluated to determine whether using EPC is a viable option. Other additional funding sources to be considered include utility rebates and incentives and other state or federal funding sources.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Stratton School District takes an annual approach of budgeting \$225.00 per student per year for the purpose of annual capital outlay and expenditures. We also maintain a district wide annual maintenance budget of \$56,000.00

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Our annual utility costs for electricity and natural gas, totaled \$58,575.00. We expect that a reduction of costs for these utilities to be \$3,500.00 per year. We do not anticipate a reduction in phone, internet or trash costs from this project.

Current Grant Request:	\$787,152.80	CDE Minimum Match %:	47
Current Applicant Match:	\$196,788.20	Actual Match % Provided:	20
Current Project Request:	\$983,941.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	The match will come from District reserve funds.
Future Grant Requests:	\$0.00		
Total of All Phases:	\$983,941.00	Escalation %:	2
Affected Sq Ft:	60,962	Construction Contingency %:	5
Affected Pupils:	239	Owner Contingency %:	5
Cost Per Sq Ft:	\$16.14	Historical Register?	No
Soft Costs Per Sq Ft:	\$2.02	Adverse Historical Effect?	No

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Hard Costs Per Sq Ft:	\$14.13	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$4,117	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	337	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	205	Bonded Debt Approved:	
Assessed Valuation:	\$22,868,953	Year(s) Bond Approved:	
PPAV:	\$111,556	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$1,591,595	Year(s) Bond Failed:	
Median Household Income:	\$51,094	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	50.5	Total Bond Capacity:	\$4,573,791
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$4,573,791
3yr Avg OMFAC/Pupil:	\$1,979.57		



BEST School District and BOCES Grant Waiver Application

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

The Stratton School District runs a variety of educational programs for PK-12 with programs such as full day kindergarten, a full day Preschool program, music, drama, art and many extra-curricular programs not often funded in rural schools. We do this even though our agricultural community has limited means because we believe that each student deserves a well-rounded educational program. With the understanding that the negative factor over many years has cost the district over \$496,000.00, we are requesting any type of match waiver granted to the Stratton School District to help keep the district financially whole and stable.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

We have been told that in the next school funding year, we will lose the Small Rural Grant funding. Because of this funding, we have been able to keep up with building maintenance projects, technology and transportation vehicles. With the loss of this funding, we are very concerned that we will not be able to maintain the districts needs in these areas.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$111,555.87

Weighted Rank: 1.57% of 5% max

We agree.

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

Applicant’s Median Household Income: \$51,094.00

Weighted Rank: 5.9% of 15% max

In looking at this figure, we do not believe this represents the true picture of Stratton. We live in an agricultural economy in which most of our families are farm workers living in housing subsidized by the US government.

C. 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.

Applicant’s FRED Percent: 50.5%

Weighted Rank: 8.65% of 20% max

We believe that this figure is too low for free and reduced for Stratton School District. We believe the actual number is between 53 and 54%.

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

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

We agree.

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

Applicant's Bond Mill Levy: 0.00

Weighted Rank: 20% of 20% max

We have a 7.5% mill levy override.

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

Applicant's Remaining Bond Capacity: \$ 4,573,791

Weighted Rank: 5.28% of 20% max

With our total bond capacity being less than 4.6 million, the fixed initiation cost for a bond program makes this a prohibitively high cost for funding.

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

District's Unreserved General Fund: \$1,591,595

Weighted Rank: 6.07% of 20% max

In a small rural school, it is imperative to keep and maintain a reserve for capital projects and other projects that are sometimes out of your control. We believe that the number used for the unreserved general fund is inaccurate. The unreserved is closer to \$630,000.

H. Other unusual financial burdens not reflected in the match calculation (i.e. underfunded mandates, unexpected expenses, self-funded programs).

As stated in the school district profile, the district did pass a mill levy override in 2012 which made funds available for the district's budget for the following school years. However, the budget stabilization factor absorbs this increase in funding to our district and with rising health insurance costs, PERA as well as property, liability and auto insurance, the district is still losing funding that could be used to help provide a well-rounded education to its students as well as a decent salary for its staff.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The school district has tried numerous time to receive funding from a local foundation for maintaining maintenance and transportation cost, however these are not areas that the local foundation is willing to fund. The district ran a successful mill levy override initiative in 2012 which is still in effect. The project we are asking for approval is one that facilitates upgrades to mechanical and electrical systems that are beyond their useful life and will improve health and safety for the facility users, students, faculty and community. By reducing the districts match, we can achieve our goal to get our schools into top level condition and improve our educational environment for the next 15 years.

4. Final Calculation: Based on the above, what is the actual match percentage being requested?

20%

CDE Minimum Match Percentage:

47%

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Asbestos Abatement - Craig MS - 2009

District:	Auditor - Moffat County RE-1
School Name:	Craig MS
Address:	915 Yampa Avenue
City:	Craig
Gross Area (SF):	97,863
Number of Buildings:	1
Replacement Value:	\$36,509,866
Condition Budget:	\$5,686,382
Total FCI:	0.16
Adequacy Index:	0.14



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,877,839	\$1,937,326	0.50
Equipment and Furnishings	\$863,281	\$222,882	0.26
Exterior Enclosure	\$3,408,339	\$122,810	0.04
Fire Protection	\$970,280	\$0	0.00
Furnishings	\$201,289	\$251,612	1.25
HVAC System	\$7,412,674	\$572,951	0.08
Interior Construction and Conveyance	\$4,146,560	\$1,255,633	0.30
Plumbing System	\$1,671,738	\$305,524	0.18
Site	\$3,137,020	\$938,031	0.30
Structure	\$10,820,846	\$79,612	0.01
Overall - Total	\$36,509,866	\$5,686,381	0.16

MOFFAT COUNTY RE:NO 1 - DW Asbestos Abatement - Early Childhood Ctr/Admin AKA East ES - 1959

District:	Auditor - Moffat County RE-1
School Name:	Early Childhood Ctr/Admin
Address:	600 Texas Avenue
City:	Craig
Gross Area (SF):	38,539
Number of Buildings:	3
Replacement Value:	\$13,053,813
Condition Budget:	\$6,204,582
Total FCI:	0.48
Adequacy Index:	0.13



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,417,006	\$1,666,835	1.18
Equipment and Furnishings	\$197,521	\$246,902	1.25
Exterior Enclosure	\$1,741,629	\$314,320	0.18
Fire Protection	\$13,618	\$14,388	1.06
HVAC System	\$1,637,769	\$105,062	0.06
Interior Construction and Conveyance	\$2,418,170	\$1,641,852	0.68
Plumbing System	\$558,019	\$546,871	0.98
Site	\$1,734,292	\$1,668,353	0.96
Structure	\$3,335,789	\$0	0.00
Overall - Total	\$13,053,813	\$6,204,583	0.48

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Asbestos Abatement - Moffat County HS - 1981

District:	Auditor - Moffat County RE-1
School Name:	Moffat County HS
Address:	900 FINLEY LANE
City:	CRAIG
Gross Area (SF):	179,858
Number of Buildings:	2
Replacement Value:	\$56,816,143
Condition Budget:	\$32,830,844
Total FCI:	0.58
Adequacy Index:	0.15



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$7,390,949	\$8,470,035	1.15
Equipment	\$2,719	\$2,719	1.00
Equipment and Furnishings	\$1,444,191	\$1,672,095	1.16
Exterior Enclosure	\$2,861,413	\$1,244,096	0.43
Fire Protection	\$583,487	\$1,283,196	2.20
Furnishings	\$709,345	\$886,682	1.25
HVAC System	\$12,178,102	\$4,038,668	0.33
Interior Construction and Conveyance	\$10,740,761	\$5,915,578	0.55
Plumbing System	\$2,741,351	\$2,578,525	0.94
Site	\$7,917,124	\$8,022,445	1.01
Structure	\$10,246,699	\$0	0.00
Overall - Total	\$56,816,143	\$34,114,039	0.60

MOFFAT COUNTY RE:NO 1 - DW Asbestos Abatement - Ridgeview ES - 1981

District:	Auditor - Moffat County RE-1
School Name:	Ridgeview ES
Address:	600 WESTRIDGE ROAD
City:	CRAIG
Gross Area (SF):	36,140
Number of Buildings:	1
Replacement Value:	\$10,112,889
Condition Budget:	\$4,984,739
Total FCI:	0.49
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,282,549	\$1,123,347	0.88
Equipment and Furnishings	\$164,879	\$206,099	1.25
Exterior Enclosure	\$951,916	\$162,604	0.17
Fire Protection	\$1,814	\$0	0.00
HVAC System	\$1,161,240	\$88,598	0.08
Interior Construction and Conveyance	\$1,827,321	\$1,173,695	0.64
Plumbing System	\$454,868	\$399,270	0.88
Site	\$2,021,436	\$1,831,126	0.91
Structure	\$2,246,866	\$0	0.00
Overall - Total	\$10,112,889	\$4,984,739	0.49

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Asbestos Abatement - Sandrock ES - 1964

District:	Auditor - Moffat County RE-1
School Name:	Sandrock ES
Address:	201 EAST 9TH
City:	CRAIG
Gross Area (SF):	45,597
Number of Buildings:	1
Replacement Value:	\$12,404,565
Condition Budget:	\$5,778,484
Total FCI:	0.47
Adequacy Index:	0.20



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,210,693	\$904,225	0.75
Equipment and Furnishings	\$532,095	\$401,746	0.76
Exterior Enclosure	\$1,529,805	\$153,002	0.10
Fire Protection	\$334,263	\$414,967	1.24
Furnishings	\$231,812	\$289,765	1.25
HVAC System	\$2,416,553	\$454,312	0.19
Interior Construction and Conveyance	\$1,898,366	\$1,799,822	0.95
Plumbing System	\$731,665	\$521,053	0.71
Site	\$1,692,110	\$814,529	0.48
Structure	\$1,827,204	\$25,061	0.01
Overall - Total	\$12,404,565	\$5,778,482	0.47

MOFFAT COUNTY RE:NO 1 - DW Asbestos Abatement - Sunset ES - 1955

District:	Auditor - Moffat County RE-1
School Name:	Sunset ES
Address:	800 WEST 7TH STREET
City:	CRAIG
Gross Area (SF):	39,867
Number of Buildings:	1
Replacement Value:	\$13,033,530
Condition Budget:	\$7,293,296
Total FCI:	0.56
Adequacy Index:	0.24



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,299,515	\$1,343,239	1.03
Equipment and Furnishings	\$366,274	\$50,218	0.14
Exterior Enclosure	\$2,083,848	\$1,047,208	0.50
Fire Protection	\$2,002	\$498,178	248.90
HVAC System	\$1,764,022	\$162,272	0.09
Interior Construction and Conveyance	\$3,386,733	\$1,760,781	0.52
Plumbing System	\$510,469	\$418,486	0.82
Site	\$2,502,298	\$2,511,093	1.00
Structure	\$1,118,370	\$0	0.00
Overall - Total	\$13,033,530	\$7,791,475	0.60

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: MOFFAT COUNTY RE:NO 1

County: Moffat

Project Title: DW Asbestos Abatement

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

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

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

Moffat County is in the northwest corner of Colorado and is the 2nd largest county by area. Moffat County RE-1 (MCSO) is the only school district in the county. MCSO serves 2,202 preschool - 12th grade students throughout Moffat County's 4,751 square miles in the Northwest corner of

Colorado. Low income students comprise 45% of student population in grades K-12 and 61% of preschool students. MCSO provides a comprehensive preschool through 12th grade educational program that is compliant with state and federal regulations. MCSO performance framework resulted in a rating of Accredited: Low Participation through Colorado Department of Education (CDE). As a district, we have invested significant resources in recent years into curriculum alignment work to ensure that all grade levels at all schools receive consistent and reliable standards based education. This investment included a new early literacy program that has shown positive results. We have also implemented Project Lead the Way curriculum in all elementary schools. There are approximately 50 schools offering this program in elementary schools in Colorado. In 2018, Sunset received the highest rating of Performance Plan Rating and was awarded the Colorado Governor's Distinguished Improvement Award.

Moffat County is beautiful and rich in resources. The Yampa River flows west through the county seat of Craig and meets the Green River in Dinosaur National Monument near the Utah border. US Route 40 and State Highway 13 are the only major highways; US 40 runs east-west from Craig into Utah, and Highway 13 runs north-south from Meeker, through Craig, and into Wyoming. While ranching, agriculture and tourism contribute, the county economy is largely supported by energy development including coal and natural gas. With pressure to transition to cleaner power options, two local coal mines and a power plant have announced plans to close by 2030. It is critical to reinvest to keep the county schools strong and vibrant as the county transitions its economy.

Due to its remote location, district equipment and facility maintenance is largely accomplished with in house licensed and certified staff which provides faster, more economical and often higher quality work than can be provided by out of town contractors.

Moffat County School District has 12 total facilities with the summary as follows:

Craig Middle School, built in 2009/1948, 97,863 s.f., FCI: 0.10

Maybell Elementary, built in 1948, 6,126 s.f., FCI: 0.72

Moffat County High School / HS VoAg Bldg, built in 1981, 179,858 / 20,885 s.f., FCI: 0.55

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Ridgeview Elementary, built in 1981, 35,950 s.f., FCI: 0.46

Sandrock Elementary, built in 1964, 46,187 s.f., FCI: 0.37

Sunset Elementary, built in 1955, 39,512 s.f., FCI: 0.54

Early Childhood Education, Alternative school and Administration, built in 1959, 40,260 s.f., FCI: 0.44

4 district maintenance facilities on the same site, metal buildings all constructed in 1972 totaling 43,400 s.f.

The average age of the educational facilities are 49 years old with an average FCI of 0.45.

The district is planning a November 2020 bond issue with the explicit goal of “getting another generation” out of the existing facilities. While the district has done a good job in maintaining their facilities and the facilities themselves have adequate space to accommodate enrollment projections, there are significant safety and security upgrades, moisture mitigation measures (roofs, windows, site drainage) and various building components and systems that require upgrade and replacement. Unfortunately, this generational work is beyond the district’s annual operating and maintenance budgets.

Deficiencies Associated with this Project:

The average age of the MCSD educational facilities is 49 years old and many still have original finishes which are both beyond their useful lives, but also fall short of supporting a modern, vibrant learning environment. 6 of the 7 district schools have deficient interior finishes that are also adjacent to known asbestos containing materials. These facilities include: the older portions of Craig Middle School (CMS), Moffat County High School (MCHS), Ridgeview Elementary School (RES), Sandrock Elementary (SRES), Sunset Elementary School (SSES) and Early Childhood Education, Alternative High School and Administrative Support Building (ECEAS).

While asbestos is certainly a long-term liability, this grant is not seeking abatement for abatement’s sake, but rather as a necessary means to the end to address old and outdated finishes and to both get another generation out of the existing facilities and equally important to appropriately support and encourage engagement and learning.

The former maintenance director had a 30-year tenure with the district and was licensed with the State of Colorado as a certified asbestos inspector/management planner. He was diligent with regular reassessments of all asbestos containing building material (ACBM) in the district and maintenance of the ACBM. While the remaining asbestos materials are not dangerous as they remain undisturbed, replacement of the floor finishes will disturb them and thus require appropriate abatement.

Proposed Solution to Address the Deficiencies Stated Above:

The district has received a professional quote to remove all asbestos containing building materials remaining in the building. That quote includes removal of friable and non-friable asbestos, considering all costs associated with permit, project design, project manager, TEM air clearance, containment, disposal and clean up as required by CDPHE. The district does not plan to remove all remaining ACBM, just the material associated with replacing aging finishes that are beyond their useful life. Locations of abatement and associated flooring replacements are described below:

Craig Middle School: Asbestos containing materials are still present in the original building (auditorium, gymnasium, and industrial arts): non friable ACBM in floor tile, floor tile mastic and stage light wiring wrap; approximately 15,000 s.f. Areas planned for updated interior finishes in Craig Middle School include the 16,076 s.f. wood flooring in the original 1948 gym. With over 70 years of sanding and refinishing, nails have been left exposed, and the flooring is no longer suitable for use.

Moffat County High School: Some ACBM remains in the High School, per the report from Feb. 2017. Both friable (sheet vinyl flooring in Vocational Shops restrooms and janitor closets) and non-friable (fume hood in room 316) are present and in good condition. A section of the flue stack insulation in the auto mechanics shop remains. The sheet vinyl flooring in the football

BEST FY2020-21 GRANT APPLICATION SUMMARIES

field press box was covered with carpeting in 2005. Only the asbestos in the football field press box is planned for abatement.

Ridgeview Elementary School: only non-friable ACBM remains in the building, present in floor tile, floor tile mastic, and transite panels. It is in good condition. Remaining locations of floor tile include restrooms, storage rooms, nurse's office, south and east entries, stair landings, and janitor/mechanical/electrical rooms. Remaining locations of transite soffits, fascia panels are the east, west and south covered entries, soffits, and facias around perimeter of building, and the north wall second floor above cafeteria and library. Areas planned for updated finishes include the soffits and fascia around perimeter of building as part of improvement of roof water mitigation system; VCT flooring and related base throughout the school, affecting the existing asbestos in the restrooms, storage rooms, nurses office, south and east entries, stair landing, and janitor/mechanical/and electrical rooms. This totals approximately 2,150 s.f. of material.

Sandrock Elementary School: non-friable ACBM remains in the building in the form of floor tile, floor tile mastic, gaskets, and cement asbestos board (transite) panels. Epoxy flooring was placed in the cafeteria to encapsulate the ACBM in that location. Flooring finishes are planned for updates, including carpet, VCT, painted concrete, wood, and composite flooring. As part of this work, 15,000 s.f. of asbestos will be abated.

Sunset Elementary School: only non-friable ACBM remains in the building in the form of floor tile, floor tile mastic, and cement asbestos board (transite) panels. All classrooms contain ACBM, many covered in carpet; the cafeteria floor contains ACBM encapsulated by epoxy. Flooring finishes throughout school are planned for replacement, including carpet, VCT, painted concrete, wood, and composite flooring. As part of this work, 11,700s.f. of asbestos will be abated.

The Early Childhood Education Center & Administrative Supports Building contains non-friable ACBM in the form of floor tile, floor tile mastic, and transite panels. All floor tile in original building contains asbestos, and all soffits on perimeter of building and panels above and below windows. Four classrooms have been abated, but all other areas have remaining ACBM materials. Areas planned for updated interior finishes include carpeting in classrooms, hallways, and gym of the original building and the 1985 addition, totaling 26,350 s.f. While the carpeting has been well maintained, it is aging and near the end of its useful life.

How Urgent is this Project?

There are 3 critical levels of urgency; the work itself, the unique timing of 2020, and the political and economic climate.

The work – While kept clean and servicing a most basic functionality, the existing wall and floor finishes are old, worn and drab. The interior finishes of schools, while relatively inexpensive relative to all facility costs, are critical to engage, uplift and inspire students to learn and create. It is urgent to update these interior finishes from both a design and function standpoint. Extending the already expired lifespan of the older district interior finish materials will ensure degradation due to traffic, inevitably resulting in fraying, material dislocation, and seam separating. Continuing to forgo abatement perpetuates a district liability and the liability will not get any less expensive. Asbestos exposure has been linked to several diseases, including malignant mesothelioma, asbestos-related lung cancer, and asbestosis. Encapsulated materials are safe when maintained, but if damaged, those items are at risk of releasing asbestos dust into the air. When airborne, the toxic fibers cannot be seen with the naked eye, meaning someone can be exposed to asbestos fibers without knowing it. Fibers that have been inhaled or ingested may become lodged in the linings of the organs, including the heart, lungs, or abdomen, and can cause possible health issues years later.

The timing – District leadership has introduced new educational programs, evaluation and redistribution of resources to maximize value and has led the district through a comprehensive masterplan which envisions the next generation. While change is always met with resistance, the district has established a firm foundation of stewardship and trust with the community. This momentum, combined with an election year, creates the unique opportunity to pass a bond for the future of Moffat County schools. Our research shows that the odds of passing a bond election increase when tied with the increased voter turnout generated by the infrequent presidential election. It is urgent to get this work done now and to include it in a November 2020 bond election.

Political and Economic – As previously mentioned, two local coal mines and a power plant have announced plans to close by

BEST FY2020-21 GRANT APPLICATION SUMMARIES

2030. They are a significant contributor to the school districts tax base. Given these facts, the district is planning to sell 10-year bonds to avoid the potential of a significant tax burden shift to the residential and remaining commercial taxpayers after the mines and power plant close. It is important to understand that Moffat County is a relatively conservative county and that energy development has been an important cultural and economic driver in the community. With the community now grappling with the almost inevitable shift in their local economy, the CDE BEST Grant program is a rare and special opportunity to demonstrate to this community that others believe in the importance of this work and this place. This BEST Grant offers that unique incentive for voters to see their tax dollars multiplied for the good of the students and community.

In closing, it is absolutely urgent for the district to move forward with this work this year and the BEST Grants offer a real opportunity to fully realize the goal to “get another generation” out of these buildings. Without the BEST Grants, the district will still pursue a bond in 2020 to do as much work as possible, but it is clear that the extent of the deficiencies significantly outweigh the community’s ability (economic) and willingness (political) to address them. The district will continue to be stewards with whatever funds are generated, but it is clear that the window to do what’s needed is closing.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The district has made a strong commitment to capital maintenance as available funding has increased. Capital spending was \$840 per FTE in 2018-19 is budgeted for \$1,075 per FTE in 2019-20. This is due to the board's commitment to get another generation out of current buildings. Part of this commitment included reducing the policy for required general fund reserve to 25% from 31%. This is also possible due to the district making the difficult decision to consolidate from four elementary schools to three and also to transfer ownership of the district's administration building. Two different architectural/construction firms have participated in work in our district in the last three years. One was brought in to help us choose a building to close and we have also completed a master plan. Both have noted that the bones of the building are good and maintenance has been well performed to maintain these aged buildings which were built between 1948 and 1981. The maintenance processes and procedures will continue to be followed so that our community will get another generation out of the buildings.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Craig Middle School was constructed in 2009 and has been supporting the district’s educational program as a middle school since that time. An existing gym and auditorium from 1948 were reused and incorporated into the new 2009 construction.

Maybell Elementary School is the district’s smallest school and was constructed in 1948 and has been supporting the district’s educational program as an elementary school since that time. A major renovation was completed in 1985.

Moffat County High School, and its adjacent Vo/Ag building were constructed in 1981 and has been supporting the district’s educational program as a high school since that time. An addition was added to the school in 1984.

Ridgeview Elementary School was also constructed in 1981 and has been supporting the district’s educational program as an elementary school since that time.

Sandrock Elementary was constructed in 1964 as an intermediate school and supported the district's educational program as an intermediate school until 2009. After the new middle school was constructed in 2009 this building was converted into an elementary school. It has supported the educational programs in the district as an elementary school since that time.

Sunset Elementary School was constructed in 1955 and has been supporting the district’s educational program as an elementary school since that time. In 1978 an addition was added to accommodate a larger student population.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The Early Childhood Center, Alternative High School and Administrative Support Building was constructed in 1959 as an elementary school with an addition to accommodate larger student populations in 1985. Due to shrinking district enrollments, in 2018, the elementary students were consolidated into the other district elementary schools and this building was minimally renovated to accommodate the district's preschool, alternative high school and administration.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In addition to the major additions listed above, the district has a long history of improving and maintaining their facilities. To maximize public dollars, the majority of maintenance and improvements are done with district personnel who are certified and/or licensed trade professionals including electricians and plumbers. The district has made numerous upgrades and renovations to the facilities over the years to address ADA, mechanical, electrical, plumbing, roof, and finish needs.

The most recent district-wide capital improvements were the result of a facilities bond approved in 2007 which provided the district a new middle school. Work across the other facilities in 2007 included new boilers and various mechanical upgrades as well as some upgrades to various systems including security, intercom/phone, lighting and fire alarm.

In the last three years, the district has committed to using the new per pupil funds and rural funding to tackle additional projects around the district. Projects include the 2018 installation of a new ventilation system in vocational education building at Moffat County High School (MCHS) which was original to its construction in the early 80s. There were also ADA upgrades to the elevator, parking lot and bathrooms at MCHS in 2018 and 2019. Proper ADA entry doors were also installed at all schools in 2020. The radio system around the district was replaced with a safety grant in 2019 and security cameras and phone systems received upgrades in 2018. The interior doors and locks at Sandrock Elementary and MCHS were brought to current safety and fire codes in 2019. Lighting around the district was replaced with current LED lighting in 2019. This included replacement of all emergency lights. Sandrock Elementary boilers were also replaced in 2019 and the Sunset Elementary roof is slated for replacement this summer.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

A bond election is being planned.

We made the very difficult decision to consolidate from four elementary schools to three elementary schools in 2018-19 and have been working with our county and city government to transfer ownership our administration building to reduce the deferred maintenance liability for the district. The administration offices were consolidated with the preschool building in July of 2019 and the transfer of ownership of the administration building should be completed in March 2020.

We have applied and received an SSD grant to address the district radio system and proper interior door hardware in the district.

We upgraded LED lighting including security lighting throughout the district through a lease program paid for by utility savings.

We have also increased the amount budgeted for capital needs in the last three years.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District prioritizes its capital project requirements for each fiscal year. For 2018-2019, The District identified priority projects and budgeted dollars to complete these projects across the scope of the District's facilities and grounds. The District finalizes this listing with Board of Education input and dedicates particular funding to the meeting of these priorities. Transfers to the Capital project fund for capital expenditures in 2018-19 totaled 1,774,000 which represents \$840/FTE. In the 2019-20 budget capital expenditures are budgeted at \$3 million of which \$800,000 is BEST Grant receipts for net contribution of \$2.2 million. This represents \$1,075/FTE. These figures are district wide figures.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Current Grant Request:	\$940,612.50	CDE Minimum Match %:	65
Current Applicant Match:	\$940,612.50	Actual Match % Provided:	50
Current Project Request:	\$1,881,225.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00	2020 Bond Election	
Total of All Phases:	\$1,881,225.00	Escalation %:	10
Affected Sq Ft:	50,517	Construction Contingency %:	3
Affected Pupils:	2,189	Owner Contingency %:	5
Cost Per Sq Ft:	\$37.24	Historical Register?	No
Soft Costs Per Sq Ft:	\$19.40	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$17.84	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$859	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	213	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			

Financial Data (School District Applicants)

District FTE Count:	2,026	Bonded Debt Approved:	
Assessed Valuation:	\$401,078,887	Year(s) Bond Approved:	
PPAV:	\$197,966	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,792,145	Year(s) Bond Failed:	
Median Household Income:	\$52,807	Outstanding Bonded Debt:	\$18,950,000
Free Reduced Lunch %:	33.9	Total Bond Capacity:	\$80,215,777
Existing Bond Mill Levy:	5.726	Bond Capacity Remaining:	\$61,265,777
3yr Avg OMFAC/Pupil:	\$1,681.81		



BEST School District and BOCES Grant Waiver Application

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

We have significant needs as noted in our recently completed master plan and it is not possible to fund these from general fund operations. In addition to this, we are also facing a significant drop in our property tax base in the next 5-10 years which will significantly hinder our ability to raise taxes for initiatives in the future. These circumstances are described in more detail below.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Moffat County is heavily dependent on natural resources and specifically the coal industry. It was recently announced that two coal mines and a three-unit power plant will all close by 2030. One unit of the power plant is to be closed by 2025 with the rest to be completed by 2030. All of these closures may happen sooner than these dates. These entities make up 46% of our property tax base. Discussions with our county assessor have indicated that assessed valuation will drop by an estimate of 33% as a result of these closures and possibly more depending on the effect on housing values. These changes will reduce the bond capacity of our school district and increase the tax burden on the citizens of the county. It will also most likely lead to a decrease in household income and our Free and Reduced percentage as these entities provide hundreds of high paying jobs that will most likely not be replaced in our community. In addition, Moffat County taxpayers already contribute 50% of the total program funding as determined by the School Finance formula. This percentage is higher than all but 37 other school districts. Our per pupil funding is also in the bottom 10 of school districts in the state of Colorado.

We are asking for a waiver to a 50% match which is consistent with waivers that have been granted in the past. We believe the figures presented below would lead to a decrease of at least 15% in the various categories if our reduced valuation figures were to be used.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$197,965.89

Weighted Rank: 2.84% of 5% max

The amount would be reduced to \$130,000 if 33% of the assessed valuation (estimate from discussions with county assessor) was lost and reduced to 91,000 if 46% of the assessed valuation (current valuation of the two coal mines and the power plant) were lost.

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

Applicant’s Median Household Income: \$52,807.00

Weighted Rank: 6.74% of 15% max

The two coal mines and the power plant provide high paying blue collar jobs that will be difficult at best to replace. At current employment that is a loss of approximately 650 direct jobs and many more indirect jobs in our community.

C. 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.

Applicant's FRED Percent: 33.9%

Weighted Rank: 15.28% of 20% max

Our calculated free and reduced percentage for the October count in 2019-20 school year is 46%. This number could increase as jobs are eliminated from the coal mines and power plant.

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

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

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

Applicant's Bond Mill Levy: 5.726

Weighted Rank: 10.34% of 20% max

As the assessed valuation decreases over time this mill levy will have to increase in order to make bond payments.

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

Applicant's Remaining Bond Capacity: \$61,265,777

Weighted Rank: 14.61% of 20% max

This number will shrink as assessed valuation goes down. If 33% of the assessed valuation (estimate from discussions with county assessor) was lost the bonding capacity would be reduced to approximately 40 million. If it were to be reduced by 46% (current valuation of the two coal mines and the power plant) the capacity would be reduced to 33 million.

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

District's Unreserved General Fund: \$ 6,792,145

Weighted Rank: 15.28% of 20% max

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

We made the very difficult decision to consolidate from four elementary schools to three elementary schools in 2018-19 and have been working with our county and city government to transfer ownership our administration building to reduce the deferred maintenance liability for the district. The administration offices were consolidated with the preschool building in July of 2019 and the transfer of ownership of the administration building should be completed in March 2020.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

50%

CDE Minimum Match Percentage:

65%

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Moisture Control Repairs - Craig MS - 2009

District:	Auditor - Moffat County RE-1
School Name:	Craig MS
Address:	915 Yampa Avenue
City:	Craig
Gross Area (SF):	97,863
Number of Buildings:	1
Replacement Value:	\$36,509,866
Condition Budget:	\$5,686,382
Total FCI:	0.16
Adequacy Index:	0.14



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,877,839	\$1,937,326	0.50
Equipment and Furnishings	\$863,281	\$222,882	0.26
Exterior Enclosure	\$3,408,339	\$122,810	0.04
Fire Protection	\$970,280	\$0	0.00
Furnishings	\$201,289	\$251,612	1.25
HVAC System	\$7,412,674	\$572,951	0.08
Interior Construction and Conveyance	\$4,146,560	\$1,255,633	0.30
Plumbing System	\$1,671,738	\$305,524	0.18
Site	\$3,137,020	\$938,031	0.30
Structure	\$10,820,846	\$79,612	0.01
Overall - Total	\$36,509,866	\$5,686,381	0.16

MOFFAT COUNTY RE:NO 1 - DW Moisture Control Repairs - Early Childhood Ctr/Admin AKA East ES - 1959

District:	Auditor - Moffat County RE-1
School Name:	Early Childhood Ctr/Admin
Address:	600 Texas Avenue
City:	Craig
Gross Area (SF):	38,539
Number of Buildings:	3
Replacement Value:	\$13,053,813
Condition Budget:	\$6,204,582
Total FCI:	0.48
Adequacy Index:	0.13



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,417,006	\$1,666,835	1.18
Equipment and Furnishings	\$197,521	\$246,902	1.25
Exterior Enclosure	\$1,741,629	\$314,320	0.18
Fire Protection	\$13,618	\$14,388	1.06
HVAC System	\$1,637,769	\$105,062	0.06
Interior Construction and Conveyance	\$2,418,170	\$1,641,852	0.68
Plumbing System	\$558,019	\$546,871	0.98
Site	\$1,734,292	\$1,668,353	0.96
Structure	\$3,335,789	\$0	0.00
Overall - Total	\$13,053,813	\$6,204,583	0.48

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Moisture Control Repairs - Moffat County HS - 1981

District:	Auditor - Moffat County RE-1
School Name:	Moffat County HS
Address:	900 FINLEY LANE
City:	CRAIG
Gross Area (SF):	179,858
Number of Buildings:	2
Replacement Value:	\$56,816,143
Condition Budget:	\$32,830,844
Total FCI:	0.58
Adequacy Index:	0.15



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$7,390,949	\$8,470,035	1.15
Equipment	\$2,719	\$2,719	1.00
Equipment and Furnishings	\$1,444,191	\$1,672,095	1.16
Exterior Enclosure	\$2,861,413	\$1,244,096	0.43
Fire Protection	\$583,487	\$1,283,196	2.20
Furnishings	\$709,345	\$886,682	1.25
HVAC System	\$12,178,102	\$4,038,668	0.33
Interior Construction and Conveyance	\$10,740,761	\$5,915,578	0.55
Plumbing System	\$2,741,351	\$2,578,525	0.94
Site	\$7,917,124	\$8,022,445	1.01
Structure	\$10,246,699	\$0	0.00
Overall - Total	\$56,816,143	\$34,114,039	0.60

MOFFAT COUNTY RE:NO 1 - DW Moisture Control Repairs - Ridgeview ES - 1981

District:	Auditor - Moffat County RE-1
School Name:	Ridgeview ES
Address:	600 WESTRIDGE ROAD
City:	CRAIG
Gross Area (SF):	36,140
Number of Buildings:	1
Replacement Value:	\$10,112,889
Condition Budget:	\$4,984,739
Total FCI:	0.49
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,282,549	\$1,123,347	0.88
Equipment and Furnishings	\$164,879	\$206,099	1.25
Exterior Enclosure	\$951,916	\$162,604	0.17
Fire Protection	\$1,814	\$0	0.00
HVAC System	\$1,161,240	\$88,598	0.08
Interior Construction and Conveyance	\$1,827,321	\$1,173,695	0.64
Plumbing System	\$454,868	\$399,270	0.88
Site	\$2,021,436	\$1,831,126	0.91
Structure	\$2,246,866	\$0	0.00
Overall - Total	\$10,112,889	\$4,984,739	0.49

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Moisture Control Repairs - Sandrock ES - 1964

District:	Auditor - Moffat County RE-1
School Name:	Sandrock ES
Address:	201 EAST 9TH
City:	CRAIG
Gross Area (SF):	45,597
Number of Buildings:	1
Replacement Value:	\$12,404,565
Condition Budget:	\$5,778,484
Total FCI:	0.47
Adequacy Index:	0.20



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,210,693	\$904,225	0.75
Equipment and Furnishings	\$532,095	\$401,746	0.76
Exterior Enclosure	\$1,529,805	\$153,002	0.10
Fire Protection	\$334,263	\$414,967	1.24
Furnishings	\$231,812	\$289,765	1.25
HVAC System	\$2,416,553	\$454,312	0.19
Interior Construction and Conveyance	\$1,898,366	\$1,799,822	0.95
Plumbing System	\$731,665	\$521,053	0.71
Site	\$1,692,110	\$814,529	0.48
Structure	\$1,827,204	\$25,061	0.01
Overall - Total	\$12,404,565	\$5,778,482	0.47

MOFFAT COUNTY RE:NO 1 - DW Moisture Control Repairs - Sunset ES - 1955

District:	Auditor - Moffat County RE-1
School Name:	Sunset ES
Address:	800 WEST 7TH STREET
City:	CRAIG
Gross Area (SF):	39,867
Number of Buildings:	1
Replacement Value:	\$13,033,530
Condition Budget:	\$7,293,296
Total FCI:	0.56
Adequacy Index:	0.24



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,299,515	\$1,343,239	1.03
Equipment and Furnishings	\$366,274	\$50,218	0.14
Exterior Enclosure	\$2,083,848	\$1,047,208	0.50
Fire Protection	\$2,002	\$498,178	248.90
HVAC System	\$1,764,022	\$162,272	0.09
Interior Construction and Conveyance	\$3,386,733	\$1,760,781	0.52
Plumbing System	\$510,469	\$418,486	0.82
Site	\$2,502,298	\$2,511,093	1.00
Structure	\$1,118,370	\$0	0.00
Overall - Total	\$13,033,530	\$7,791,475	0.60

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Moisture Control Repairs - Maybell ES - 1948

District:	Auditor - Moffat County RE-1
School Name:	Maybell ES
Address:	72 HAYNES AVENUE
City:	MAYBELL
Gross Area (SF):	5,910
Number of Buildings:	1
Replacement Value:	\$1,786,225
Condition Budget:	\$1,435,206
Total FCI:	0.80
Adequacy Index:	0.21



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$221,534	\$267,145	1.21
Equipment and Furnishings	\$39,017	\$48,772	1.25
Exterior Enclosure	\$362,301	\$187,908	0.52
Fire Protection	\$297	\$0	0.00
HVAC System	\$76,786	\$83,522	1.09
Interior Construction and Conveyance	\$436,371	\$222,122	0.51
Plumbing System	\$79,035	\$94,438	1.19
Site	\$427,830	\$522,716	1.22
Structure	\$143,052	\$8,584	0.06
Overall - Total	\$1,786,225	\$1,435,207	0.80

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Applicant Name: MOFFAT COUNTY RE:NO 1

County: Moffat

Project Title: DW Moisture Control Repairs

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

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

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

Moffat County is in the northwest corner of Colorado and is the 2nd largest county by area. Moffat County RE-1 (MCS D) is the only school district in the county. MCS D serves 2,202 preschool - 12th grade students throughout Moffat County's 4,751 square miles in the Northwest corner of

Colorado. Low income students comprise 45% of student population in grades K-12 and 61% of preschool students. MCS D provides a comprehensive preschool through 12th grade educational program that is compliant with state and federal regulations. MCS D performance framework resulted in a rating of Accredited: Low Participation through Colorado Department of Education (CDE). As a district, we have invested significant resources in recent years into curriculum alignment work to ensure that all grade levels at all schools receive consistent and reliable standards based education. This investment included a new early literacy program that has shown positive results. We have also implemented Project Lead the Way curriculum in all elementary schools. There are approximately 50 schools offering this program in elementary schools in Colorado. In 2018, Sunset received the highest rating of Performance Plan Rating and was awarded the Colorado Governor's Distinguished Improvement Award.

Moffat County is beautiful and rich in resources. The Yampa River flows west through the county seat of Craig and meets the Green River in Dinosaur National Monument near the Utah border. US Route 40 and State Highway 13 are the only major highways; US 40 runs east-west from Craig into Utah, and Highway 13 runs north-south from Meeker, through Craig, and into Wyoming. While ranching, agriculture and tourism contribute, the county economy is largely supported by energy development including coal and natural gas. With pressure to transition to cleaner power options, two local coal mines and a power plant have announced plans to close by 2030. It is critical to reinvest to keep the county schools strong and vibrant as the county transitions its economy.

Due to its remote location, district equipment and facility maintenance is largely accomplished with in house licensed and certified staff which provides faster, more economical and often higher quality work than can be provided by out of town contractors.

Moffat County School District has 12 total facilities with the summary as follows:

Craig Middle School, built in 2009/1948, 97,863 s.f., FCI: 0.10

Maybell Elementary, built in 1948, 6,126 s.f., FCI: 0.72

Moffat County High School / HS VoAg Bldg, built in 1981, 179,858 / 20,885 s.f., FCI: 0.55

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Ridgeview Elementary, built in 1981, 35,950 s.f., FCI: 0.46

Sandrock Elementary, built in 1964, 46,187 s.f., FCI: 0.37

Sunset Elementary, built in 1955, 39,512 s.f., FCI: 0.54

Early Childhood Education, Alternative school and Administration, built in 1959, 40,260 s.f., FCI: 0.44

4 district maintenance facilities on the same site, metal buildings all constructed in 1972 totaling 43,400 s.f.

The average age of the educational facilities are 49 years old with an average FCI of 0.45.

The district is planning a November 2020 bond issue with the explicit goal of “getting another generation” out of the existing facilities. While the district has done a good job in maintaining their facilities and the facilities themselves have adequate space to accommodate enrollment projections, there are significant safety and security upgrades, moisture mitigation measures (roofs, windows, site drainage) and various building components and systems that require upgrade and replacement. Unfortunately, this generational work is beyond the district’s annual operating and maintenance budgets.

Deficiencies Associated with this Project:

The district has completed several site and building walks with architects, engineers, Board of Education members, school and district administration. These observations, along with CDE and independent facility audits have led to the identification of a number of moisture intrusion deficiencies that if not addressed will cause undue damage and deterioration of building components as well as potential health risks to occupants including the development of harmful molds. Although the district continues to address the most pressing issues with routine maintenance, many of the identified deficiencies are beyond annual budgets and require larger scale capital improvement investments.

We have identified 5 categories of the larger scale district wide moisture mitigation deficiencies. We will highlight the specific impacted facilities within each category.

1. Roof replacement - 2 of the existing 7 schools are in need of replacement roofs. Those schools are Moffat County High School (MCHS) and the Early Childhood Education Center and Administrative Support building (ECEAS). In 2018 a third party inspection recommended the full replacement of the metal roof at ECEAS and, as noted in this quote, a replacement of the metal panels at the High School: “Based on the age of the original roof, the extent of damage to the roof panels, degraded sealants, and substandard installation of the roof panels and related flashings, it is this writer’s professional opinion that both the original Tee-Lock rib panels and the Snap-Lock rib panels need to be replaced (all sections).” The district maintenance staff and the master plan findings also agree full roof replacements are necessary.

2. Exterior wall repair and protection - The master plan effort observed exterior wall damage at and Maybell Elementary School (MES) and Sunset Elementary School (SSES). At MES, the brick is deteriorating and falling off the CMU backup in large areas, allowing moisture to further damage the wall and foundation. At SSES the brick mortar is loose and crumbling in some areas. While the painted exterior split-faced concrete block masonry currently appears structurally sound at Moffat County High School (MCHS), the paint is cracking a peeling away from the block. This is an indication that water is getting into the exterior wall, condensing and freezing – also another indication of the need for roof replacement at MCHS. Ridgeview Elementary School (RES) has a similar exterior wall as the MCHS and also has some isolated areas of cracking and peeling paint, but the source appears to be related to a roof accessory deficiency that is referenced below.

3. Window repair and replacement - While the district has been diligent about repairing and replacing windows as needed when leaking, broken, or beyond their useful life. This request is to target the remaining original windows that are inefficient and/or leaking. This request includes windows at the Moffat County High School (MCHS), Ridgeview Elementary School (RES), Sunset Elementary School (SSES) and Early Childhood Education Center & Administrative Supports building (ECEAS).

4. Drainage away from buildings – The exterior grade adjacent to many of the district facilities lacks positive slope to

BEST FY2020-21 GRANT APPLICATION SUMMARIES

accommodate drainage away from buildings. As a result, water is causing puddles, icing, cracked concrete on sidewalks and building aprons, and potential damage to foundations. This condition exists at portions of Moffat County High School (MCHS), Sandrock Elementary School (SRES), Sunset Elementary School (SSES), Ridgeview Elementary School (RES), and the Early Childhood Education Center & Administrative Support building (ECEAS). SRES and RES also have an additional deficiency that compounds the problem of drainage away from those buildings. Both schools lack appropriate gutters, downspouts &/or splash blocks to ensure positive drainage away from the buildings.

5. Condensate drainage - The server room in Ridgeview Elementary School (RES) has a dripping condensate line from the point of use cooling unit. Water and technology are never a good mix. The current solution is that a bucket has been placed under the drip and must be emptied manually.

Proposed Solution to Address the Deficiencies Stated Above:

While design work has not been done to identify specific solutions, the district has completed a yearlong master planning process that identified various district facility deficiencies and the most likely cost-effective solutions. Some of the due diligence work informing this application includes detailed review of the CDE reports and recommendations, facilities condition walks with architects, engineers and contractors, interviews with both administration and facilities staff and meetings with district strategic planning and executive leadership. All of this culminated in a complete master plan that includes detailed deficiencies, their relative priority and recommendations.

The following proposed solutions follow the same 5 general categories of district wide moisture mitigation deficiencies listed above.

1. Roof replacement – Solution: Replace the roofs at Moffat County High School (MCHS) and the Early Childhood Education Center and Administrative Support building (ECEAS). The following are specific recommendations from the 3rd party report:

For MCHS - the original Tee-Lock rib panels and the Snap-Lock rib panels need to be replaced (all sections). Because of the rather long runs of the panels, a floating standing seam roof system will be designed and installed to replace the existing roof panels. A wood fascia board and rake board be installed to provide a sound nailing facility for the fascia and trim and to push the edge of the roof away from the walls for better water management. The existing “Nail-base” composite rigid insulation/OSB board above the deck can be reutilized, which leaves a total thermal R-value, inclusive of the fiberglass batt insulation below the deck of approximately R-35. Snow fences and some localized ice melt systems will be implemented to control snow slides and prevent ice damming in critical areas.

For ECEAS, based on the age of the original roof, the extent of damage to the roof panels, degraded sealants, and substandard installation of the roof panels and related flashings, both the original Tee-Lock rib panels and the Snap-Lock rib panels need to be replaced on all of the building sections. Due to the rather long runs of the panels, it is recommended that a floating standing seam roof system be designed and installed to replace the existing roof panels. It is also recommended that a wood fascia board and rake board be installed to provide a sound nailing facility for the fascia and trim and to push the edge of the roof away from the walls for better water management. The existing “Nail-base” composite rigid insulation/OSB board above the deck can be reutilized, which leaves a total thermal R-value, inclusive of the fiberglass batt insulation below the deck, of approximately R-35. Snow fences and some localized ice melt systems will be implemented to control snow slides and prevent ice damming in critical areas.

2. Exterior wall repair and protection - Solution: Remove and replace the damaged and deteriorating masonry at Maybell Elementary School (MES) and Sunset Elementary School (SSES). Also at SSES, remove loose and crumbling mortar and tuckpoint. At Moffat County High School (MCHS) and Ridgeview Elementary School (RES), scrape or sandblast loose paint off of exterior CMU, seal and repaint.

3. Window repair and replacement – Solution: At Moffat County High School (MCHS), Ridgeview Elementary School (RES), Sunset Elementary School (SSES) and the Early Childhood Education Center & Administrative Support building (ECEAS), repair or replace windows that are leaking, broken, inefficient, or beyond their useful life. All other windows should be reviewed for

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appropriate flashing, backer rod and sealants.

4. Drainage away from buildings – Solution: At Moffat County High School (MCHS), Sandrock Elementary School (SRES), Sunset Elementary School (SSES), Ridgeview Elementary School (RES) and the Early Childhood Education Center & Administrative Support building (ECEAS), replace concrete aprons, sidewalks, failed foundations, and paved areas adjacent to buildings to provide positive drainage from buildings. In any landscape areas, regrade as needed to provide positive drainage from buildings and adjust irrigation to avoid watering within 5 feet of the foundations.

5. Condensate drainage – At the server room in Ridgeview Elementary School (RES), provide a condensate pump and/or floor sink to drain condensate and avoid future water damage.

How Urgent is this Project?

There are 3 critical levels of urgency; the work itself, the unique timing of 2020, and the political and economic climate.

The work – There are multiple facility deficiencies that have been identified across the district and defining timelines of failure for any or all would be difficult and highly speculative. What can be said with certainty is that both the individual and collective items identified in this application represent real risk and these risks will continue to increase over time. The district facility age of 49 years points to the significance and extent of the deficiencies. The district’s commitment to invest to “get another generation” out of these buildings is practical and cost effective. While these deficiencies have continued to grow over time, there is a unique convergence of momentum and timing that cannot be squandered. If the project is not awarded, moisture could leak into the buildings resulting in undue damage and deterioration of building components as well as potential health risks to occupants including the development of harmful molds.

The timing – District leadership has introduced new educational programs, evaluation and redistribution of resources to maximize value and has led the district through a comprehensive masterplan which envisions the next generation. While change is always met with resistance, the district has established a firm foundation of stewardship and trust with the community. This momentum, combined with an election year, creates the unique opportunity to pass a bond for the future of Moffat County schools. Our research shows that the odds of passing a bond election increase when tied with the increased voter turnout generated by the infrequent presidential election. It is urgent to get this work done now and to include it in a November 2020 bond election.

Political and Economic – As previously mentioned, two local coal mines and a power plant have announced plans to close by 2030. They are a significant contributor to the school districts tax base. Given these facts, the district is planning to sell 10-year bonds to avoid the potential of a significant tax burden shift to the residential and remaining commercial taxpayers after the mines and power plant close. It is important to understand that Moffat County is a relatively conservative county and that energy development has been an important cultural and economic driver in the community. With the community now grappling with the almost inevitable shift in their local economy, the CDE BEST Grant program is a rare and special opportunity to demonstrate to this community that others believe in the importance of this work and this place. This BEST Grant offers that unique incentive for voters to see their tax dollars multiplied for the good of the students and community.

In closing, it is absolutely urgent for the district to move forward with this work this year and the BEST Grants offer a real opportunity to fully realize the goal to “get another generation” out of these buildings. Without the BEST Grants, the district will still pursue a bond in 2020 to do as much work as possible, but it is clear that the extent of the deficiencies significantly outweigh the community’s ability (economic) and willingness (political) to address them. The district will continue to be stewards with whatever funds are generated, but it is clear that the window to do what’s needed is closing.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

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The district has made a strong commitment to capital maintenance as available funding has increased. Capital spending was \$840 per FTE in 2018-19 is budgeted for \$1,075 per FTE in 2019-20. This is due to the board's commitment to get another generation out of current buildings. Part of this commitment included reducing the policy for required general fund reserve to 25% from 31%. This is also possible due to the district making the difficult decision to consolidate from four elementary schools to three and also to transfer ownership of the district's administration building. Two different architectural/construction firms have participated in work in our district in the last three years. One was brought in to help us choose a building to close and we have also completed a master plan. Both have noted that the bones of the building are good and maintenance has been well performed to maintain these aged buildings which were built between 1948 and 1981. The maintenance processes and procedures will continue to be followed so that our community will get another generation out of the buildings.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Craig Middle School was constructed in 2009 and has been supporting the district's educational program as a middle school since that time. An existing gym and auditorium from 1948 were reused and incorporated into the new 2009 construction.

Maybell Elementary School is the district's smallest school and was constructed in 1948 and has been supporting the district's educational program as an elementary school since that time. A major renovation was completed in 1985.

Moffat County High School, and its adjacent Vo/Ag building were constructed in 1981 and has been supporting the district's educational program as a high school since that time. An addition was added to the school in 1984.

Ridgeview Elementary School was also constructed in 1981 and has been supporting the district's educational program as an elementary school since that time.

Sandrock Elementary was constructed in 1964 as an intermediate school and supported the district's educational program as an intermediate school until 2009. After the new middle school was constructed in 2009 this building was converted into an elementary school. It has supported the educational programs in the district as an elementary school since that time.

Sunset Elementary School was constructed in 1955 and has been supporting the district's educational program as an elementary school since that time. In 1978 an addition was added to accommodate a larger student population.

The Early Childhood Center, Alternative High School and Administrative Support Building was constructed in 1959 as an elementary school with an addition to accommodate larger student populations in 1985. Due to shrinking district enrollments, in 2018, the elementary students were consolidated into the other district elementary schools and this building was minimally renovated to accommodate the district's preschool, alternative high school and administration.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In addition to the major additions listed above, the district has a long history of improving and maintaining their facilities. To maximize public dollars, the majority of maintenance and improvements are done with district personnel who are certified and/or licensed trade professionals including electricians and plumbers. The district has made numerous upgrades and renovations to the facilities over the years to address ADA, mechanical, electrical, plumbing, roof, and finish needs.

The most recent district-wide capital improvements were the result of a facilities bond approved in 2007 which provided the district a new middle school. Work across the other facilities in 2007 included new boilers and various mechanical upgrades as well as some upgrades to various systems including security, intercom/phone, lighting and fire alarm.

In the last three years, the district has committed to using the new per pupil funds and rural funding to tackle additional projects around the district. Projects include the 2018 installation of a new ventilation system in vocational education building at Moffat County High School (MCHS) which was original to its construction in the early 80s. There were also ADA upgrades to

BEST FY2020-21 GRANT APPLICATION SUMMARIES

the elevator, parking lot and bathrooms at MCHS in 2018 and 2019. Proper ADA entry doors were also installed at all schools in 2020. The radio system around the district was replaced with a safety grant in 2019 and security cameras and phone systems received upgrades in 2018. The interior doors and locks at Sandrock Elementary and MCHS were brought to current safety and fire codes in 2019. Lighting around the district was replaced with current LED lighting in 2019. This included replacement of all emergency lights. Sandrock Elementary boilers were also replaced in 2019 and the Sunset Elementary roof is slated for replacement this summer.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

A bond election is being planned for November 2020.

We made the very difficult decision to consolidate from four elementary schools to three elementary schools in 2018-19 and have been working with our county and city government to transfer ownership our administration building to reduce the deferred maintenance liability for the district. The administration offices were consolidated with the preschool building in July of 2019 and the transfer of ownership of the administration building should be completed in March 2020.

We have applied and received an SSD grant to address the district radio system and proper interior door hardware in the district.

We upgraded LED lighting including security lighting throughout the district through a lease program paid for by utility savings.

We have also increased the amount budgeted for capital needs in the last three years. This is possible as a result of significant savings resulting from

changes in the benefit plan and the closure of an elementary school. We have already completed approximately \$500,000 of deferred

maintenance projects at our high school and are in the process of replacing a roof on an elementary school. The school board has also reduced

the required reserve percentage in board policy from 31% to 25%. The new reserve percentage has freed up funds to address facility needs but maintains a fiscally responsible reserve for the school district.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District prioritizes its capital project requirements for each fiscal year. For 2018-2019, The District identified priority projects and budgeted dollars to complete these projects across the scope of the District's facilities and grounds. The District finalizes this listing with Board of Education input and dedicates particular funding to the meeting of these priorities. Transfers to the Capital project fund for capital expenditures in 2018-19 totaled 1,774,000 which represents \$840/FTE. In the 2019-20 budget capital expenditures are budgeted at \$3 million of which \$800,000 is BEST Grant receipts for net contribution of \$2.2 million. This represents \$1,075/FTE. These figures are district wide figures.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$5,593,828.00	CDE Minimum Match %:	65
Current Applicant Match:	\$5,593,828.00	Actual Match % Provided:	50
Current Project Request:	\$11,187,656.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes

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Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		2020 Bond Election
Total of All Phases:	\$11,187,656.00	Escalation %:	10
Affected Sq Ft:	167,386	Construction Contingency %:	3
Affected Pupils:	2,189	Owner Contingency %:	5
Cost Per Sq Ft:	\$66.84	Historical Register?	No
Soft Costs Per Sq Ft:	\$5.71	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$61.13	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$5,111	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	213	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	2,026	Bonded Debt Approved:	
Assessed Valuation:	\$401,078,887	Year(s) Bond Approved:	
PPAV:	\$197,966	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,792,145	Year(s) Bond Failed:	
Median Household Income:	\$52,807	Outstanding Bonded Debt:	\$18,950,000
Free Reduced Lunch %:	33.9	Total Bond Capacity:	\$80,215,777
Existing Bond Mill Levy:	5.726	Bond Capacity Remaining:	\$61,265,777
3yr Avg OMFAC/Pupil:	\$1,681.81		



BEST School District and BOCES Grant Waiver Application

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

We have significant needs as noted in our recently completed master plan and it is not possible to fund these from general fund operations. In addition to this, we are also facing a significant drop in our property tax base in the next 5-10 years which will significantly hinder our ability to raise taxes for initiatives in the future. These circumstances are described in more detail below.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Moffat County is heavily dependent on natural resources and specifically the coal industry. It was recently announced that two coal mines and a three-unit power plant will all close by 2030. One unit of the power plant is to be closed by 2025 with the rest to be completed by 2030. All of these closures may happen sooner than these dates. These entities make up 46% of our property tax base. Discussions with our county assessor have indicated that assessed valuation will drop by an estimate of 33% as a result of these closures and possibly more depending on the effect on housing values. These changes will reduce the bond capacity of our school district and increase the tax burden on the citizens of the county. It will also most likely lead to a decrease in household income and our Free and Reduced percentage as these entities provide hundreds of high paying jobs that will most likely not be replaced in our community. In addition, Moffat County taxpayers already contribute 50% of the total program funding as determined by the School Finance formula. This percentage is higher than all but 37 other school districts. Our per pupil funding is also in the bottom 10 of school districts in the state of Colorado.

We are asking for a waiver to a 50% match which is consistent with waivers that have been granted in the past. We believe the figures presented below would lead to a decrease of at least 15% in the various categories if our reduced valuation figures were to be used.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$197,965.89

Weighted Rank: 2.84% of 5% max

The amount would be reduced to \$130,000 if 33% of the assessed valuation (estimate from discussions with county assessor) was lost and reduced to 91,000 if 46% of the assessed valuation (current valuation of the two coal mines and the power plant) were lost.

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

Applicant’s Median Household Income: \$52,807.00

Weighted Rank: 6.74% of 15% max

The two coal mines and the power plant provide high paying blue collar jobs that will be difficult at best to replace. At current employment that is a loss of approximately 650 direct jobs and many more indirect jobs in our community.

C. 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.

Applicant's FRED Percent: 33.9%

Weighted Rank: 15.28% of 20% max

Our calculated free and reduced percentage for the October count in 2019-20 school year is 46%. This number could increase as jobs are eliminated from the coal mines and power plant.

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

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

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

Applicant's Bond Mill Levy: 5.726

Weighted Rank: 10.34% of 20% max

As the assessed valuation decreases over time this mill levy will have to increase in order to make bond payments.

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

Applicant's Remaining Bond Capacity: \$61,265,777

Weighted Rank: 14.61% of 20% max

This number will shrink as assessed valuation goes down. If 33% of the assessed valuation (estimate from discussions with county assessor) was lost the bonding capacity would be reduced to approximately 40 million. If it were to be reduced by 46% (current valuation of the two coal mines and the power plant) the capacity would be reduced to 33 million.

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

District's Unreserved General Fund: \$ 6,792,145

Weighted Rank: 15.28% of 20% max

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

We made the very difficult decision to consolidate from four elementary schools to three elementary schools in 2018-19 and have been working with our county and city government to transfer ownership our administration building to reduce the deferred maintenance liability for the district. The administration offices were consolidated with the preschool building in July of 2019 and the transfer of ownership of the administration building should be completed in March 2020.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

50%

CDE Minimum Match Percentage:

65%

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Safety & Security Upgrades - Craig MS - 2009

District:	Auditor - Moffat County RE-1
School Name:	Craig MS
Address:	915 Yampa Avenue
City:	Craig
Gross Area (SF):	97,863
Number of Buildings:	1
Replacement Value:	\$36,509,866
Condition Budget:	\$5,686,382
Total FCI:	0.16
Adequacy Index:	0.14



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,877,839	\$1,937,326	0.50
Equipment and Furnishings	\$863,281	\$222,882	0.26
Exterior Enclosure	\$3,408,339	\$122,810	0.04
Fire Protection	\$970,280	\$0	0.00
Furnishings	\$201,289	\$251,612	1.25
HVAC System	\$7,412,674	\$572,951	0.08
Interior Construction and Conveyance	\$4,146,560	\$1,255,633	0.30
Plumbing System	\$1,671,738	\$305,524	0.18
Site	\$3,137,020	\$938,031	0.30
Structure	\$10,820,846	\$79,612	0.01
Overall - Total	\$36,509,866	\$5,686,381	0.16

MOFFAT COUNTY RE:NO 1 - DW Safety & Security Upgrades - Early Childhood Ctr/Admin AKA East ES - 1959

District:	Auditor - Moffat County RE-1
School Name:	Early Childhood Ctr/Admin
Address:	600 Texas Avenue
City:	Craig
Gross Area (SF):	38,539
Number of Buildings:	3
Replacement Value:	\$13,053,813
Condition Budget:	\$6,204,582
Total FCI:	0.48
Adequacy Index:	0.13



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,417,006	\$1,666,835	1.18
Equipment and Furnishings	\$197,521	\$246,902	1.25
Exterior Enclosure	\$1,741,629	\$314,320	0.18
Fire Protection	\$13,618	\$14,388	1.06
HVAC System	\$1,637,769	\$105,062	0.06
Interior Construction and Conveyance	\$2,418,170	\$1,641,852	0.68
Plumbing System	\$558,019	\$546,871	0.98
Site	\$1,734,292	\$1,668,353	0.96
Structure	\$3,335,789	\$0	0.00
Overall - Total	\$13,053,813	\$6,204,583	0.48

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Safety & Security Upgrades - Moffat County HS - 1981

District:	Auditor - Moffat County RE-1
School Name:	Moffat County HS
Address:	900 FINLEY LANE
City:	CRAIG
Gross Area (SF):	179,858
Number of Buildings:	2
Replacement Value:	\$56,816,143
Condition Budget:	\$32,830,844
Total FCI:	0.58
Adequacy Index:	0.15



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$7,390,949	\$8,470,035	1.15
Equipment	\$2,719	\$2,719	1.00
Equipment and Furnishings	\$1,444,191	\$1,672,095	1.16
Exterior Enclosure	\$2,861,413	\$1,244,096	0.43
Fire Protection	\$583,487	\$1,283,196	2.20
Furnishings	\$709,345	\$886,682	1.25
HVAC System	\$12,178,102	\$4,038,668	0.33
Interior Construction and Conveyance	\$10,740,761	\$5,915,578	0.55
Plumbing System	\$2,741,351	\$2,578,525	0.94
Site	\$7,917,124	\$8,022,445	1.01
Structure	\$10,246,699	\$0	0.00
Overall - Total	\$56,816,143	\$34,114,039	0.60

MOFFAT COUNTY RE:NO 1 - DW Safety & Security Upgrades - Ridgeview ES - 1981

District:	Auditor - Moffat County RE-1
School Name:	Ridgeview ES
Address:	600 WESTRIDGE ROAD
City:	CRAIG
Gross Area (SF):	36,140
Number of Buildings:	1
Replacement Value:	\$10,112,889
Condition Budget:	\$4,984,739
Total FCI:	0.49
Adequacy Index:	0.19



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,282,549	\$1,123,347	0.88
Equipment and Furnishings	\$164,879	\$206,099	1.25
Exterior Enclosure	\$951,916	\$162,604	0.17
Fire Protection	\$1,814	\$0	0.00
HVAC System	\$1,161,240	\$88,598	0.08
Interior Construction and Conveyance	\$1,827,321	\$1,173,695	0.64
Plumbing System	\$454,868	\$399,270	0.88
Site	\$2,021,436	\$1,831,126	0.91
Structure	\$2,246,866	\$0	0.00
Overall - Total	\$10,112,889	\$4,984,739	0.49

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Safety & Security Upgrades - Sandrock ES - 1964

District:	Auditor - Moffat County RE-1
School Name:	Sandrock ES
Address:	201 EAST 9TH
City:	CRAIG
Gross Area (SF):	45,597
Number of Buildings:	1
Replacement Value:	\$12,404,565
Condition Budget:	\$5,778,484
Total FCI:	0.47
Adequacy Index:	0.20



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,210,693	\$904,225	0.75
Equipment and Furnishings	\$532,095	\$401,746	0.76
Exterior Enclosure	\$1,529,805	\$153,002	0.10
Fire Protection	\$334,263	\$414,967	1.24
Furnishings	\$231,812	\$289,765	1.25
HVAC System	\$2,416,553	\$454,312	0.19
Interior Construction and Conveyance	\$1,898,366	\$1,799,822	0.95
Plumbing System	\$731,665	\$521,053	0.71
Site	\$1,692,110	\$814,529	0.48
Structure	\$1,827,204	\$25,061	0.01
Overall - Total	\$12,404,565	\$5,778,482	0.47

MOFFAT COUNTY RE:NO 1 - DW Safety & Security Upgrades - Sunset ES - 1955

District:	Auditor - Moffat County RE-1
School Name:	Sunset ES
Address:	800 WEST 7TH STREET
City:	CRAIG
Gross Area (SF):	39,867
Number of Buildings:	1
Replacement Value:	\$13,033,530
Condition Budget:	\$7,293,296
Total FCI:	0.56
Adequacy Index:	0.24



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,299,515	\$1,343,239	1.03
Equipment and Furnishings	\$366,274	\$50,218	0.14
Exterior Enclosure	\$2,083,848	\$1,047,208	0.50
Fire Protection	\$2,002	\$498,178	248.90
HVAC System	\$1,764,022	\$162,272	0.09
Interior Construction and Conveyance	\$3,386,733	\$1,760,781	0.52
Plumbing System	\$510,469	\$418,486	0.82
Site	\$2,502,298	\$2,511,093	1.00
Structure	\$1,118,370	\$0	0.00
Overall - Total	\$13,033,530	\$7,791,475	0.60

● **Facilities Impacted by this Grant Application** ●

MOFFAT COUNTY RE:NO 1 - DW Safety & Security Upgrades - Maybell ES - 1948

District:	Auditor - Moffat County RE-1
School Name:	Maybell ES
Address:	72 HAYNES AVENUE
City:	MAYBELL
Gross Area (SF):	5,910
Number of Buildings:	1
Replacement Value:	\$1,786,225
Condition Budget:	\$1,435,206
Total FCI:	0.80
Adequacy Index:	0.21



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$221,534	\$267,145	1.21
Equipment and Furnishings	\$39,017	\$48,772	1.25
Exterior Enclosure	\$362,301	\$187,908	0.52
Fire Protection	\$297	\$0	0.00
HVAC System	\$76,786	\$83,522	1.09
Interior Construction and Conveyance	\$436,371	\$222,122	0.51
Plumbing System	\$79,035	\$94,438	1.19
Site	\$427,830	\$522,716	1.22
Structure	\$143,052	\$8,584	0.06
Overall - Total	\$1,786,225	\$1,435,207	0.80

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: MOFFAT COUNTY RE:NO 1

County: Moffat

Project Title: DW Safety & Security Upgrades

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

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

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

Moffat County is in the northwest corner of Colorado and is the 2nd largest county by area. Moffat County RE-1 (MCS D) is the only school district in the county. MCS D serves 2,202 preschool - 12th grade students throughout Moffat County's 4,751 square miles in the Northwest corner of

Colorado. Low income students comprise 45% of student population in grades K-12 and 61% of preschool students. MCS D provides a comprehensive preschool through 12th grade educational program that is compliant with state and federal regulations. MCS D performance framework resulted in a rating of Accredited: Low Participation through Colorado Department of Education (CDE). As a district, we have invested significant resources in recent years into curriculum alignment work to ensure that all grade levels at all schools receive consistent and reliable standards based education. This investment included a new early literacy program that has shown positive results. We have also implemented Project Lead the Way curriculum in all elementary schools. There are approximately 50 schools offering this program in elementary schools in Colorado. In 2018, Sunset received the highest rating of Performance Plan Rating and was awarded the Colorado Governor's Distinguished Improvement Award.

Moffat County is beautiful and rich in resources. The Yampa River flows west through the county seat of Craig and meets the Green River in Dinosaur National Monument near the Utah border. US Route 40 and State Highway 13 are the only major highways; US 40 runs east-west from Craig into Utah, and Highway 13 runs north-south from Meeker, through Craig, and into Wyoming. While ranching, agriculture and tourism contribute, the county economy is largely supported by energy development including coal and natural gas. With pressure to transition to cleaner power options, two local coal mines and a power plant have announced plans to close by 2030. It is critical to reinvest to keep the county schools strong and vibrant as the county transitions its economy.

Due to its remote location, district equipment and facility maintenance is largely accomplished with in house licensed and certified staff which provides faster, more economical and often higher quality work than can be provided by out of town contractors.

Moffat County School District has 12 total facilities with the summary as follows:

Craig Middle School, built in 2009/1948, 97,863 s.f., FCI: 0.10

Maybell Elementary, built in 1948, 6,126 s.f., FCI: 0.72

Moffat County High School / HS VoAg Bldg, built in 1981, 179,858 / 20,885 s.f., FCI: 0.55

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Ridgeview Elementary, built in 1981, 35,950 s.f., FCI: 0.46

Sandrock Elementary, built in 1964, 46,187 s.f., FCI: 0.37

Sunset Elementary, built in 1955, 39,512 s.f., FCI: 0.54

Early Childhood Education, Alternative school and Administration, built in 1959, 40,260 s.f., FCI: 0.44

4 district maintenance facilities on the same site, metal buildings all constructed in 1972 totaling 43,400 s.f.

The average age of the educational facilities are 49 years old with an average FCI of 0.45.

The district is planning a November 2020 bond issue with the explicit goal of “getting another generation” out of the existing facilities. While the district has done a good job in maintaining their facilities and the facilities themselves have adequate space to accommodate enrollment projections, there are significant safety and security upgrades, moisture mitigation measures (roofs, windows, site drainage) and various building components and systems that require upgrade and replacement. Unfortunately, this generational work is beyond the district’s annual operating and maintenance budgets.

Deficiencies Associated with this Project:

The district has analyzed the safety and security needs across the district and has completed the CDE Safety / Security Questionnaire. The district has completed several site and building walks with architects, engineers, Board of Education members, school and district administration. These observations, along with CDE and independent facility audits have led to the identification of a number of safety and security deficiencies that put staff, students, and visitors to our sites and facilities at increased and undue risks. Although we have implemented many processes and procedures to mitigate concerns (both electronic and cultural), the fact remains that our facilities require various upgrades to address concerns and meet basic standards of today’s schools.

While the facilities audit identified a number of items, the following list only targets the priority areas of safety and security concern that are beyond the district’s ongoing facilities budgets. The district will continue to address other concerns as part of their ongoing maintenance program.

We have identified 7 general categories of district wide safety and security deficiencies. We will highlight the specific impacted facilities within each category.

1. Secure entry vestibule – All but one of the district schools have appropriate secured entry vestibules, but the Sandrock Elementary School entry and associated administration suite layout does not meet current best practices related to exterior observation and visitor check-in. Specifically, the main check-in / reception desk does not have visual access to the entry or front door area. That check-in desk is also not adjacent to a secured check-in window area which results in that receptionist to have to routinely stand up and walk around their desk to interact with visitors or to prop the office vestibule door open to allow free access into the office area. While the school and district have implemented procedures and protocols to mitigate this situation, the fact that monitoring and ensuring safety at the main entry is both difficult and inconvenient makes complete implementation less likely.

2. Exterior door security upgrades – 6 of the 7 existing school facilities in the district need updated exterior door assemblies, including doors, frames and security hardware. Only Craig Middle School which opened in 2009 has adequate exterior door security. The remaining schools; Maybell Elementary (MES), Moffat County High School (MCHS), Sandrock Elementary (SRES), Sunset Elementary (SSES), Ridgeview Elementary (RES) and the Early Childhood Education, Alternative school and Administration (ECEAS).

The exterior door assemblies on all listed schools have never been replaced and are over 39 years in all cases. The exterior classroom doors at ECEAS require propping during recess, which is a security concern, potentially allowing access to

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unapproved visitors. At MCHS the hardware does not meet current code in many instances. At SRE, the doors are over 50 years old, and the school employs dogging devices to maintain security. While these devices are only used when the school is vacant, they are against code and put anyone in the building after hours at risk in an event requiring emergency egress. The doors at SSES are over 60 years old, and due to diligent maintenance, have been described in the 2017 CDE report as “in better than expected condition...however should be budgeted for replacement.” Updating hardware to current codes will improve safety, security and functionality.

3. Card access security - In tandem with updated exterior door assemblies, the district needs to replace card access systems to improve perimeter security and monitoring. The current card access systems are beyond their useful life and maintenance of the system is getting more and more difficult due to unsupported software and difficult to find hardware. Given the inconsistencies of card access, the ability to centrally control or monitor access across the district is compromised.

4. Fire alarm system - All buildings in the district are in need of fire alarm updates. The last district wide updates occurred over 10 years ago which is beyond the recommended expected useful life of various fire alarm components. The fire alarm systems include head end equipment, pull stations, audio/visual strobes, visual strobes and smoke detectors. All systems should be updated to ensure proper functionality and should be brought up to current standards and codes including the addition of voice evacuation annunciation.

5. Safe building egress – CDE has identified that all of the district schools should renew their emergency lighting and exit signage. The district has recently replaced the emergency lighting as part of a district wide LED lighting upgrade, but replacement of the exit signs remains as an identified need. Knowing the importance of this item, the funding to replace exit signs in 4 of the district’s schools has been included as part of this year’s routine maintenance budget and are therefore excluded from this request. The 3 remaining schools in need of replacement exit signs that are part of this application include Craig Middle School (CMS), Sandrock Elementary School (SRES) and Sunset Elementary School (SSES).

6. Building communication systems – A critical piece of school safety and security is efficient and effective information exchange between administration, building occupants and first responders. Systems including public address, intercom, telephone, television, and clocks become vital to communicating information and saving lives in an emergency event. With the exception of the recently upgraded video cameras and telephone systems, all of these information systems are beyond their useful lives in every district school and should be replaced. Fortunately, there are now solutions that can effectively integrate many of these systems and avoid standalone solutions.

7. Site safety – There are 2 specific subcategories of site safety that need to be addressed as soon as possible; general site access and pedestrian safety.

a. Site access – there are 2 specific site access safety concerns that need to be addressed:

Student drop zone - Craig Middle School (CMS) & Sandrock Elementary School (SRES) are adjacent to one another on the same site. These two schools share a common parent drop off area which, largely due to volume, is both chaotic and unsafe. While the district has implemented procedures and personnel to physically direct traffic and safeguard students, there are fundamental flaws in the site layout and circulation that need to be corrected.

Safety fencing - The second identified general site concern is at Ridgeview Elementary School (RES). While it was not an issue when the school was originally constructed, additional development around the school, including adjacent apartments have increased the risk of unwanted visitors onto school property. A security fence should be added around the main playground area to both deter children from leaving campus as well as unauthorized visitors from coming onto campus. While recess is monitored by teachers, it is a large area and an important safety concern that could be addressed with a fence.

b. Pedestrian safety – staff, students and visitors currently navigate dangerous conditions created by recurring ice build-up and/or the general disrepair of exterior asphalt, concrete walks, ramps and stairs.

Ice build-up - Average snowfall in Craig is 68 inches per year, but even more significant is that the average high temperatures

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in winter are below freezing and keep much of that snow and associated moisture and ice around throughout the winter months. The district has a good snow removal and salting program to keep the majority of the facilities safe and operational, but there are two facilities that are regularly battling significant ice build-up at their main entries because of poor orientation to the sun and roof designs which divert melting snow onto the main entrance only to refreeze. The two facilities with these safety conditions are Sunset Elementary School (SSES) and Early Childhood Education, Alternative school and Administration building (ECEAS).

General site disrepair – While the district continues to replace portions of damaged asphalt and concrete, the harsh freeze / thaw and overall age of many of the site components have generated the need for larger scale replacements. The facilities audit has identified a number of cracked, heaving and unsafe required pedestrian and egress paths around various district facilities. The most urgent repairs and replacements can be found at Moffat County High School (MCHS), Sandrock Elementary (SRES) and Sunset Elementary (SSES).

Proposed Solution to Address the Deficiencies Stated Above:

While design work has not been done to identify specific solutions, the district has completed a yearlong master planning process that identified various district facility deficiencies and the most likely cost-effective solutions. Some of the due diligence work informing this application includes detailed review of the CDE reports and recommendations, facilities condition walks with architects, engineers and contractors, interviews with both administration and facilities staff and meetings with district strategic planning and executive leadership. All of this culminated in a complete master plan that includes detailed deficiencies, their relative priority and recommendations. The following proposed solutions follow the same 7 general categories of district wide safety and security deficiencies listed above.

1. Secure entry vestibule – Solution: remodel the Sandrock Elementary School entry and administrative area including reception, the principal's office and the adjacent teacher workroom. The reception desk should be relocated with views to the exterior and main entry. The existing check-in window and adjacent office door might also have to be relocated to allow the reception desk to be directly adjacent to the check-in window/ counter so visitor check-in without the need for the receptionist to have to make additional movements to stand or walk to the counter. The principal's office should also maintain a view to both the exterior main entry and the adjacent office area. The remaining office area should be reconfigured to accommodate appropriate separation of visitor waiting areas and the adjacent school nurse areas.

2. Exterior door security upgrades – Solution: Update exterior door hardware and replace actual doors and frames as needed at 6 of the 7 schools including: Maybell Elementary (MES), Moffat County High School (MCHS), Sandrock Elementary (SRES), Sunset Elementary (SSES), Ridgeview Elementary (RES) and the Early Childhood Education, Alternative school and Administration (ECEAS).

3. Card access security – Solution: Update or replace the existing card access systems in all district buildings.

4. Fire alarm system – Solution: Update or replace fire alarm systems at all district schools.

5. Safe building egress – Solution: Replace the exit signs at Craig Middle School (CMS), Sandrock Elementary School (SRES) and Sunset Elementary School (SSES).

6. Building communication systems – Solution: Replace the public address, intercom and clocks systems at all district schools.

7. Site safety – including general site access and pedestrian safety.

a. Site access –

Student drop zone – Solution: Create a new parent drop lane for Sandrock Elementary School (SRES) off the adjacent Rose Street and designate the current shared drop lane off of 9th Street to be Craig Middle School (CMS) only. This will necessitate a reconfiguration of the Sandrock Elementary School play field, new sidewalk, curb and gutter. The previous pre-kindergarten entry to the east will also need to be reactivated as a student entry and egress before and after school.

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Safety fencing – Solution: Add a 6-foot chain link fence around the primary playground and play field to the west of Ridgeview Elementary School (RES).

b. Pedestrian safety –

Ice build-up – Solution: Redesign the roof geometry and drainage above the entries of both Sunset Elementary School (SSES) and Early Childhood Education, Alternative school and Administration building (ECEAS). An alternate or supplemental solution would be to provide a snow melt system at the main entries of one or both of these schools to prevent ice formation and buildup.

General site disrepair – Solution: Replace cracked, heaving and unsafe exterior pavement and concrete at Moffat County High School (MCHS), Sandrock Elementary (SRES) and Sunset Elementary (SSES).

How Urgent is this Project?

There are 3 critical levels of urgency; the work itself, the unique timing of 2020, and the political and economic climate.

The work – There are multiple facility deficiencies that have been identified across the district and defining timelines of failure for any or all would be difficult and highly speculative. What can be said with certainty is that both the individual and collective items identified in this application represent real risk and these risks will continue to increase over time. The district facility age of 49 years points to the significance and extent of the deficiencies. The district’s commitment to invest to “get another generation” out of these buildings is practical and cost effective. While these deficiencies have continued to grow over time, there is a unique convergency of momentum and timing that cannot be squandered.

The timing – District leadership has introduced new educational programs, evaluation and redistribution of resources to maximize value and has led the district through a comprehensive masterplan which envisions the next generation. While change is always met with resistance, the district has established a firm foundation of stewardship and trust with the community. This momentum, combined with an election year, creates the unique opportunity to pass a bond for the future of Moffat County schools. Our research shows that the odds of passing a bond election increase when tied with the increased voter turnout generated by the infrequent presidential election. It is urgent to get this work done now and to include it in a November 2020 bond election.

Political and Economic – As previously mentioned, two local coal mines and a power plant have announced plans to close by 2030. They are a significant contributor to the school districts tax base. Given these facts, the district is planning to sell 10-year bonds to avoid the potential of a significant tax burden shift to the residential and remaining commercial taxpayers after the mines and power plant close. It is important to understand that Moffat County is a relatively conservative county and that energy development has been an important cultural and economic driver in the community. With the community now grappling with the almost inevitable shift in their local economy, the CDE BEST Grant program is a rare and special opportunity to demonstrate to this community that others believe in the importance of this work and this place. This BEST Grant offers that unique incentive for voters to see their tax dollars multiplied for the good of the students and community.

In closing, it is absolutely urgent for the district to move forward with this work this year and the BEST Grants offer a real opportunity to fully realize the goal to “get another generation” out of these buildings. Without the BEST Grants, the district will still pursue a bond in 2020 to do as much work as possible, but it is clear that the extent of the deficiencies significantly outweigh the community’s ability (economic) and willingness (political) to address them. The district will continue to be stewards with whatever funds are generated, but it is clear that the window to do what’s needed is closing.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The district has made a strong commitment to capital maintenance as available funding has increased. Capital spending was \$840 per FTE in 2018-19 is budgeted for \$1,075 per FTE in 2019-20. This is due to the board's commitment to get another generation out of current buildings. Part of this commitment included reducing the policy for required general fund reserve to 25% from 31%. This is also possible due to the district making the difficult decision to consolidate from four elementary schools to three and also to transfer ownership of the district's administration building. Two different architectural/construction firms have participated in work in our district in the last three years. One was brought in to help us choose a building to close and we have also completed a master plan. Both have noted that the bones of the existing buildings are good and maintenance has been well performed to maintain these aged buildings which were built between 1948 and 1981. The maintenance processes and procedures will continue to be followed so that our community will get another generation out of the buildings.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

Craig Middle School was constructed in 2009 and has been supporting the district's educational program as a middle school since that time. An existing gym and auditorium from 1948 were reused and incorporated into the new 2009 construction.

Maybell Elementary School is the district's smallest school and was constructed in 1948 and has been supporting the district's educational program as an elementary school since that time. A major renovation was completed in 1985.

Moffat County High School, and its adjacent Vo/Ag building were constructed in 1981 and has been supporting the district's educational program as a high school since that time. An addition was added to the school in 1984.

Ridgeview Elementary School was also constructed in 1981 and has been supporting the district's educational program as an elementary school since that time.

Sandrock Elementary was constructed in 1964 as an intermediate school and supported the district's educational program as an intermediate school until 2009. After the new middle school was constructed in 2009 this building was converted into an elementary school. It has supported the educational programs in the district as an elementary school since that time.

Sunset Elementary School was constructed in 1955 and has been supporting the district's educational program as an elementary school since that time. In 1978 an addition was added to accommodate a larger student population.

The Early Childhood Center, Alternative High School and Administrative Support Building was constructed in 1959 as an elementary school with an addition to accommodate larger student populations in 1985. Due to shrinking district enrollments, in 2018, the elementary students were consolidated into the other district elementary schools and this building was minimally renovated to accommodate the district's preschool, alternative high school and administration.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In addition to the major additions listed above, the district has a long history of improving and maintaining their facilities. To maximize public dollars, the majority of maintenance and improvements are done with district personnel who are certified and/or licensed trade professionals including electricians and plumbers. The district has made numerous upgrades and renovations to the facilities over the years to address ADA, mechanical, electrical, plumbing, roof, and finish needs.

The most recent district -wide capital improvements were the result of a facilities bond approved in 2007 which provided the district a new middle school. Work across the other facilities in 2007 included new boilers and various mechanical upgrades as well as some upgrades to various systems including security, intercom/phone, lighting and fire alarm.

In the last three years, the district has committed to using the new per pupil funds and rural funding to tackle additional projects around the district. Projects include the 2018 installation of a new ventilation system in vocational education building at Moffat County High School (MCHS) which was original to its construction in the early 80s. There were also ADA upgrades to

BEST FY2020-21 GRANT APPLICATION SUMMARIES

the elevator, parking lot and bathrooms at MCHS in 2018 and 2019. Proper ADA entry doors were also installed at all schools in 2020. The radio system around the district was replaced with a safety grant in 2019 and security cameras and phone systems received upgrades in 2018. The interior doors and locks at Sandrock Elementary and MCHS were brought to current safety and fire codes in 2019. Lighting around the district was replaced with current LED lighting in 2019. This included replacement of all emergency lights. Sandrock Elementary boilers were also replaced in 2019 and the Sunset Elementary roof is slated for replacement this summer.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

A bond election is being planned.

We made the very difficult decision to consolidate from four elementary schools to three elementary schools in 2018-19 and have been working with our county and city government to transfer ownership our administration building to reduce the deferred maintenance liability for the district. The administration offices were consolidated with the preschool building in July of 2019 and the transfer of ownership of the administration building should be completed in March 2020.

We have applied and received an SSD grant to address the district radio system and proper interior door hardware in the district.

We upgraded LED lighting including security lighting throughout the district through a lease program paid for by utility savings.

We have also increased the amount budgeted for capital needs in the last three years.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District prioritizes its capital project requirements for each fiscal year. For 2018-2019, The District identified priority projects and budgeted dollars to complete these projects across the scope of the District's facilities and grounds. The District finalizes this listing with Board of Education input and dedicates particular funding to the meeting of these priorities. Transfers to the Capital project fund for capital expenditures in 2018-19 totaled 1,774,000 which represents \$840/FTE. In the 2019-20 budget capital expenditures are budgeted at \$3 million of which \$800,000 is BEST Grant receipts for net contribution of \$2.2 million. This represents \$1,075/FTE. These figures are district wide figures.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$6,105,758.00	CDE Minimum Match %:	65
Current Applicant Match:	\$6,105,758.00	Actual Match % Provided:	50
Current Project Request:	\$12,211,516.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	2020 Bond election
Future Grant Requests:	\$0.00		
Total of All Phases:	\$12,211,516.00	Escalation %:	10
Affected Sq Ft:	466,641	Construction Contingency %:	3
Affected Pupils:	2,189	Owner Contingency %:	5
Cost Per Sq Ft:	\$26.17	Historical Register?	No
Soft Costs Per Sq Ft:	\$2.68	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$23.49	Does this Qualify for HPCP?	No

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Cost Per Pupil:	\$5,579	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	213	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	2,026	Bonded Debt Approved:	
Assessed Valuation:	\$401,078,887	Year(s) Bond Approved:	
PPAV:	\$197,966	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$6,792,145	Year(s) Bond Failed:	
Median Household Income:	\$52,807	Outstanding Bonded Debt:	\$18,950,000
Free Reduced Lunch %:	33.9	Total Bond Capacity:	\$80,215,777
Existing Bond Mill Levy:	5.726	Bond Capacity Remaining:	\$61,265,777
3yr Avg OMFAC/Pupil:	\$1,681.81		



BEST School District and BOCES Grant Waiver Application

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

We have significant needs as noted in our recently completed master plan and it is not possible to fund these from general fund operations. In addition to this, we are also facing a significant drop in our property tax base in the next 5-10 years which will significantly hinder our ability to raise taxes for initiatives in the future. These circumstances are described in more detail below.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Moffat County is heavily dependent on natural resources and specifically the coal industry. It was recently announced that two coal mines and a three-unit power plant will all close by 2030. One unit of the power plant is to be closed by 2025 with the rest to be completed by 2030. All of these closures may happen sooner than these dates. These entities make up 46% of our property tax base. Discussions with our county assessor have indicated that assessed valuation will drop by an estimate of 33% as a result of these closures and possibly more depending on the effect on housing values. These changes will reduce the bond capacity of our school district and increase the tax burden on the citizens of the county. It will also most likely lead to a decrease in household income and our Free and Reduced percentage as these entities provide hundreds of high paying jobs that will most likely not be replaced in our community. In addition, Moffat County taxpayers already contribute 50% of the total program funding as determined by the School Finance formula. This percentage is higher than all but 37 other school districts. Our per pupil funding is also in the bottom 10 of school districts in the state of Colorado.

We are asking for a waiver to a 50% match which is consistent with waivers that have been granted in the past. We believe the figures presented below would lead to a decrease of at least 15% in the various categories if our reduced valuation figures were to be used.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

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

Applicant’s PPAV: \$197,965.89

Weighted Rank: 2.84% of 5% max

The amount would be reduced to \$130,000 if 33% of the assessed valuation (estimate from discussions with county assessor) was lost and reduced to 91,000 if 46% of the assessed valuation (current valuation of the two coal mines and the power plant) were lost.

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

Applicant’s Median Household Income: \$52,807.00

Weighted Rank: 6.74% of 15% max

The two coal mines and the power plant provide high paying blue collar jobs that will be difficult at best to replace. At current employment that is a loss of approximately 650 direct jobs and many more indirect jobs in our community.

C. 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.

Applicant's FRED Percent: 33.9%

Weighted Rank: 15.28% of 20% max

Our calculated free and reduced percentage for the October count in 2019-20 school year is 46%. This number could increase as jobs are eliminated from the coal mines and power plant.

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

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

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

Applicant's Bond Mill Levy: 5.726

Weighted Rank: 10.34% of 20% max

As the assessed valuation decreases over time this mill levy will have to increase in order to make bond payments.

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

Applicant's Remaining Bond Capacity: \$61,265,777

Weighted Rank: 14.61% of 20% max

This number will shrink as assessed valuation goes down. If 33% of the assessed valuation (estimate from discussions with county assessor) was lost the bonding capacity would be reduced to approximately 40 million. If it were to be reduced by 46% (current valuation of the two coal mines and the power plant) the capacity would be reduced to 33 million.

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

District's Unreserved General Fund: \$ 6,792,145

Weighted Rank: 15.28% of 20% max

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

We made the very difficult decision to consolidate from four elementary schools to three elementary schools in 2018-19 and have been working with our county and city government to transfer ownership our administration building to reduce the deferred maintenance liability for the district. The administration offices were consolidated with the preschool building in July of 2019 and the transfer of ownership of the administration building should be completed in March 2020.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

50%

CDE Minimum Match Percentage:

65%

● **Facilities Impacted by this Grant Application** ●

FORT MORGAN RE-3 - HS Secure Entry Renovation/Addition - Ft Morgan HS - 1965

District:	Auditor - Fort Morgan RE-3
School Name:	Ft Morgan HS
Address:	709 EAST RIVERVIEW AVENUE
City:	FORT MORGAN
Gross Area (SF):	217,030
Number of Buildings:	1
Replacement Value:	\$60,965,229
Condition Budget:	\$20,836,071
Total FCI:	0.34
Adequacy Index:	0.20



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$8,831,761	\$6,637,311	0.75
Equipment and Furnishings	\$1,858,811	\$60,083	0.03
Exterior Enclosure	\$5,230,666	\$325,594	0.06
Fire Protection	\$21,128	\$2,464,138	116.63
Furnishings	\$2,070,635	\$0	0.00
HVAC System	\$18,813,880	\$4,170,878	0.22
Interior Construction and Conveyance	\$7,258,749	\$5,557,728	0.77
Plumbing System	\$3,683,806	\$1,627,002	0.44
Site	\$4,065,596	\$2,433,026	0.60
Structure	\$9,130,196	\$24,448	0.00
Overall - Total	\$60,965,229	\$23,300,208	0.38

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Applicant Name: FORT MORGAN RE-3

County: Morgan

Project Title: HS Secure Entry Renovation/Addition

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why: N/A

Project Type:

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

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

The Morgan County School District Re-3, located in Fort Morgan, Colorado is a large, rural school district comprised of a significant low-income and culturally diverse student population. Morgan County School District is located on the High Plains of Northeastern Colorado, well situated on Interstate Highway 76 and U.S. Highway 34. Fort Morgan, Colorado is an agricultural hub for northeastern Colorado. The area boasts large processing plants for meat, sugar, cheese, and dairy products. These plants are job providers for the large numbers of Hispanic and East African peoples who choose to reside in the area and have their children attend District schools. Fort Morgan is located in one of the most heavily populated labor sheds in Northeastern Colorado.

Morgan County School District is one of four public school districts in Morgan County, and operates eight educational facilities offering Preschool through Twelfth grade. It is the largest school district in Morgan County. The District's nearest Higher Education Facility is Morgan Community College, located in the northeast part of Fort Morgan, Colorado.

The Morgan County School District employs 570 full-and part-time staff members. The District provides educational programming and services to approximately 3,500 students at eight (8) schools/buildings including the Fort Morgan High School, Lincoln Alternative High School, Fort Morgan Middle School, Baker Elementary School, Columbine Elementary School, Green Acres Elementary School, Pioneer Elementary School, and the Sherman Early Childhood Center. Of that number, approximately 70% are minority students, 70% are Free/Reduced-Price meals eligible, 11.5% are disabled, 7% are Migrant, and 31% are English-Language Learners. The student mobility rate has been approximately 16% during the past four years. The District is one of a handful of rural school districts which continue to grow. In the 2019-2020 school year, the District's student population increased by approximately 130 students or 3.7%. At that rate, the District would exceed 4,000 students by the end of 2024. The District's unique demographic characteristics align it with only two other Districts in Colorado – Adams County 14 and Westminster Public Schools. The students, parents/guardians, staff, Board of Education, and citizens of the greater Fort Morgan area take great pride in the school district.

The Fort Morgan High School presently serves 922 students. The high school offers a comprehensive program in college preparatory and vocational coursework. The high school also collaborates with the Morgan Community College on concurrent credit and pre-collegiate studies. The high school has a staff of one (1) Principal, four (4) assistant principals, four (4) counselors, and sixty (60) teachers. Currently, the high school is advancing initiatives in the areas of Freshmen Academy, Sophomore Academy, Senior Capstone Project, Multiple Pathways for Graduation, and Blended/Personalized Learning.

Deficiencies Associated with this Project:

The District has analyzed the safety and security needs of the Fort Morgan High School. The District has reviewed the facility with consulting architects, master planners, Board of Education members, school and District administration. The results of

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these analyses have been to evidence the inability of the Fort Morgan High School to provide for the appropriate safety and security needs of staff, students, and visitors. In short, the current entrance to the high school is not secured and high school staff have no manner by which to control management of students and visitors to the high school upon the granting of access. Although the District has implemented many processes and procedures (both electronic and cultural), the fact remains that our facility cannot securely control who enters the building with the current layout.

The focus of this grant application is to address ongoing Safety and Security issues at the Fort Morgan High School.

The High School building notes two predominant safety issues for students, staff and visitors:

EAST RIVERVIEW AVENUE ENTRANCE (South Facing Entrance to the Fort Morgan High School):

The entry through the official front doors is a safety issue for our students and guests. The Administration area is not directly adjacent to the main entrance. This creates a condition in which the school staff must solely rely on passive supervision through the use of “Aiphone” technology to accept visitors into the building. Protocol for entrance into the facility includes the following steps: a. The visitor would access outside security technology and identify himself/herself and request entrance; b. The visitor would state his/her business with the high school and request entrance; c. There is no protocol for being able to check if actual appointment exists; d. No protocol exists to check a Drivers’ license to determine if a visitor should actually be allowed into a school building; e. If a person gains entry into the building, the high school office does not have the ability to monitor where that person would be in the building if he/she chose to not report to the main office. Once a visitor is allowed into the building, there is no line of site to the office. Additionally one of the stairwells from the front door area leads the visitor directly into the hallway for the academic wing. Visitors sometimes follow signage that leads them to the office, while at the same time, school staff are required to monitor the visitor on camera. A distance of 75 feet exists from the front entrance to the office check-in window, across which the visitor has access to many of the common spaces of the school. The physical limitations of the original building has prevented the School District from implementing an appropriate fix for the issue beyond the camera, intercom and hardware upgrades to the entrance doors.

Once a student or a visitor enters the high school from a secured doorway, he/she has unsupervised access to the interior of the high school. Upon entrance through the doorways, students and visitors can go either upstairs toward the main office, or downstairs into the commons area. There is not a secured area whereby the school administration can direct a student or visitor to have to check-in with the main office before gaining additional access to an area or areas of the high school. The high school staff have numerous documented incidents of a visitor entering the building and then wandering the building unsupervised because they are unable to find the Administration area. Additionally, we have numerous incidents of students entering (at times other than the beginning of school) and having unsupervised access to all parts of the building.

The East Riverview Avenue Entrance places additional security demands due to stairways that lead immediately downward toward the student commons/cafeteria. Its placement allows a visitor to gain immediate access into large student populations and, thereby, have access for mischief, et. al. The cafeteria/commons area, itself, presents numerous deficiencies as follows: a. the cafeteria is accessed from the East Riverview Avenue Entrance and at that time a student/visitor is allowed into the building via the external security system. At that point, the student/visitor may go upstairs or downstairs toward the cafeteria; b. Exit access in case of an emergency is limited – egress to the South requires exiting up stairways to East Riverview Avenue. Individuals with disabilities would have their safety compromised in this instance; c. Egress to the North student parking lot is limited to the vestibule area, down a hallway to 1st Floor classroom areas, or down a steep ramp to exits near the gymnasium area. It would be highly challenging to exit approximately 400-500 students in an emergency situation.

The original metal doors and window/door wall that comprise the main entrance have deteriorated by age and many hundreds of thousands of students and guests that have accessed these doors. This window/door wall is beyond repair and needs replacement. Our maintenance crews have had to refasten the window/door wall to the concrete structure several times because of the constant movement of the doors opening and closing creating vibrations that loosen the connectors.

REAR MAIN PARKING LOT ENTRANCE (North Facing Entrance to the Fort Morgan High School):

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The entrance from the rear student parking lot has a single security system: an external model that utilizes an intercom from the door to the main office, FOB access, keypad access, and a single-angle camera. Once a student and/or visitor has been allowed past this security check, no additional formal checks are guaranteed. That individual(s) would have unrestricted access to the entire high school building and its inhabitants. This is the same security deficiency which compromises the high school safety at the East Riverview entrance.

Even if access from the rear student parking lot could be secured, such access remain problematic. First, the administrative offices are located upstairs and significantly apart from the rear student entrance doorway. It would be difficult to create a secured pathway from downstairs to upstairs. Second, students and visitors entering from the rear entrance are coming into the commons and lunchroom area. It is conceivable that a student or visitor could enter at mid-day and have almost unlimited access to a student or staff member for inflicting harm, et. al. Third, two sets of doors are available to students and visitors who enter from this rear entrance. Students and visitors may access the commons or they may access a narrow hallway leading to first-floor classrooms. Once again, there exists no line of sight for administration and administrative staff to monitor access in this current configuration.

Proposed Solution to Address the Deficiencies Stated Above:

Through a collaborative process involving consulting architects, staff, etc., the District has developed a comprehensive plan to eliminate the security deficiencies identified above. That plan is evidenced as follows:

- Conversion of the rear main parking lot entrance into a main entrance with a secured vestibule. The secured vestibule will be adjacent to a School Resource Officer area and Administrator suite. The District's construction of a secured entrance at the site of the rear entrance off the Main Parking Lot will provide for the high school staff to better utilize modern technology and appropriate space planning in making a decision to allow/not allow access of a student and/or visitor to the building. The secured entrance will allow for a defined process of identification of name, stated business with high school personnel, and further identification (i.e. driver's license) to be formally vetted prior to entrance to the high school facility with direct control of visitor path of travel. Updated access control technology will provide administrative staff with the ability to lock down the vestibule and office area and to deny access should a student and/or visitor pose a threat to the high school students and staff. All exterior doors shall function on the advanced technology with sensors directly relayed to administration and School Resource Officer areas. Please note that any triggering of an alarm will shall require a re-set of the system by the high school administration. The video camera system would include the vestibule area.
- Re-Location of Administrative and Counseling Offices to a New Location – The administrative and counseling offices presently exist on the second floor of the high school. Their current location requires that visitors to the high school (at either North or South entrances) must travel from a first floor entrance, up stairways, and report to a second-floor office areas. This flaw in the floorplan is compounded by the fact that the majority of the visitors to the Fort Morgan High School are seeking a meeting with administrators and/or counselors. A second flaw is exposed because of the placement of the current administrator and counseling offices. The offices are not contiguous with one another. This despite the fact that student safety issues are predominantly addressed via collaborations involving administrators and counselors. Therefore, a significant architectural and construction aspect of this project is the movement of the administrator and counseling suites to proximal access of the new secured entrance to the Fort Morgan High School. This project shall place the administrator suite in a section of the current commons and cafeteria area; the counseling office suite shall be adjacent to this administrator suite and reside in the vestibule area of the upper main gymnasium. Movement for visitors from the updated administrator suite to the counseling suite shall be through a new, secured corridor. Thus, visitors to the administrator and counselors suites shall not have access to the high school and student/staff populations. This project design is primarily a reconfiguration and swap of existing common space with administrative space, through renovation and a small addition. In addition, the conversion of the vacated, second floor admin space into useable common and educational space, including classrooms, will allow ongoing efficient use of all high school areas.
- Updating of functionality and security for all exterior doorways. The updates to all exterior doors will include a monitoring component that will immediately alert the main office and administration should a door not be properly closed/secured or be opened during the school day. Video cameras shall monitor all exterior doorways and shall provide video evidence of any attempts to circumvent the high school's security system.

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- Additional parking will need to be added to the Main Parking Lot to accommodate visitor accessibility for the new main entrance to the Fort Morgan High School.

* Renovations include new partitions and finishes where required, mechanical, electrical changes to accommodate changes to existing use, as well as a small addition to accommodate the administration relocation. Through review of multiple design options, the District has come up with a solution that is the most efficient and effective to solve the current issues with our floorplan and address these security issues.

How Urgent is this Project?

The current facility layout provides no ability to manage and effectively monitor access to the Fort Morgan High School. Therefore, if this project is not awarded, access to the high school will continue to be a vulnerable point with its students and staff at-risk for harm. The urgency of this need cannot be understated. The District has implemented as many electronic access controls as possible; however, the only complete solution is a renovation to the layout of the building itself. The current school entrance on Riverview Avenue urgently needs to be addressed as visitors can easily (and do) enter the building without a direct line of sight from the administration office. Absent such a renovation, the high school remains a significant safety risk.

The Fort Morgan High School is continually faced with visitors to its commons/cafeteria area and throughout its building who have failed to formally and appropriately check-in with the main office upon the granting of access. The high school administration has noted, anecdotally, that individuals are gaining access, without approval, on a regular basis.

The national climate concerning school safety and conversation with District stakeholders compels the District to address this issue with the utmost urgency.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

N/A

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

Long-term capital renewal dollars are achieved as follows: A transfer of \$519,000 from the General Fund allocation to the Capital Reserve Fund, and a mill levy override for capital improvements and District facility maintenance for \$550,000. Thus, annual dollars for capital maintenance is \$1,059,000. The District will set aside appropriate repair and upkeep funding within the finite limits of dollars.

The District has an excellent maintenance and grounds staff for upkeep and advancement of buildings and grounds. Long-term projects are defined through a capital and maintenance plan as developed by the District's Chief School Business Official, Superintendent, Director of Maintenance, administrators and Board of Education.

The District has a maintenance and replacement plan that was updated for the fiscal years of 2019 – 2024. For fiscal years 2020 – 2024, annual expenditures are projected at \$1.4 – \$2.6 million.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The original Fort Morgan High School campus was constructed in 1965 and met all current construction codes at the time.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

From 1998 to 2005, the District invested in the original building by adding classrooms and athletic facilities to address changing education programming needs of the District and community. Also, the District renovated the entire facility including, but not limited to, new ceilings, lighting, electrical, and floor finishes. During this time the campus added 20,831

BEST FY2020-21 GRANT APPLICATION SUMMARIES

square feet. The building continues to serve the educational needs for Grades 9-12.

Regarding security upgrades, for the summers of 2018 and 2019, the security camera system at the high school increased its number of cameras.

The District has completed appropriate security audits to support a secured entrance at the Fort Morgan High School:

Human - There have been increased measures from Administrators and teachers to have more visibility in the halls and common areas to help deter any kind of unsafe behavior and unsecure activities. There are assigned staff members before school, lunchtime, and after school to mitigate the traffic flow at the entrance and help monitor students. The District has employed a second School Resource Officer for assistance with police patrol and to address safety/security issues throughout the regular school day. The Fort Morgan High School has restructured its regular school day to provide for supported services for 9th grade and 10th grade students via Freshmen Academy and a Sophomore Academy models. Currently the exterior doors are locked throughout the day and entrance to the building is gained via intercom and cameras at two entrance doors only.

Technology - The District and the High School's current access is controlled by a Vanderbilt by Schlage system installed throughout the school district. All access through any outside door is controlled by this system. Access to this system is setup by a cooperation between our HR & Facilities department. Access requests for new or terminated personnel is completed by the HR Department. This system is audited by both departments on an annual basis to verify only authorized staff has access. This system is connected at each school via the district network to allow Facilities staff to make changes throughout the district quickly.

Alarms - The Fort Morgan High School has a Silent Knight fire alarm system that was installed in the building in 1999 and has current software updates. There is an intrusion alarm system in the building that uses our door security system (Vanderbilt by Schlage) installed in 1999 to monitor panic buttons at the secretary's desk. If any of the buttons are pressed it connects to our intercom systems and announces throughout the building (Lockdown, Locks, Lights and Out of sight), it also closes all the hall doors that were held open with electromagnets. This system also closes any hallway fire doors and any roll down doors. It also then notifies our alarm monitoring company that a Lockdown emergency is in progress. The Bell system and Intercom system is a DuKane Star Call System install in 1999 that attaches to analog speakers in the classroom and is accessed through the phone system. Intercom calls can be answered or made anywhere in the school via the phone system. The phone system is a IP-Based Phone system installed in 2019. This system is a district standard and is tied to the computer network to enable extension number calling between buildings. It also has immediate access to 72 outside phone lines.

Video Cameras - There are currently 56 IP-Based video cameras throughout the building. These cameras are not monitored on a constant basis but are available when needed. The recordings are stored on the secure network server. All appropriate staff are currently trained in the usage of the camera system. This system can be monitored from both on-site and off-site locations.

Security and Safety Plan - The district has a comprehensive security and safety plan, as well as a school specific plan. The plan will be revised once the construction is complete to accommodate the physical changes at the building. All the current technology will remain in place and continue as is currently. The security and safety plan team meets on a monthly basis regarding updates/improvements to the plan.

During the summer of 2019, the school district updated the quality of the Fort Morgan High School by installing carpeting into hallways and classrooms to replace deteriorating tile plumbing and structural updates to two original restroom facilities.

During the winter of 2019, three additional restrooms updates were completed; additional carpeting was installed for the first floor of the high school.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

Please be advised that the District's funding levels are among the lowest for the State of Colorado. The District is required to use a 27-mill multiplier (the maximum as allowed by state statute) due to its compromised assessed valuation (\$249,820,000). For 2019-2020, the District generated revenues at \$31,232,000, overrode its Mill Levy at \$550,000 for maintenance expenses,

BEST FY2020-21 GRANT APPLICATION SUMMARIES

and generated per student spending at \$9,168. The District's current bonding capacity is at \$25,000,000, and pays annual debt service at approximately \$3,100,000.

In 2014, the District issued \$7 million in General Obligation bonds to finance a secured entryway and utility infrastructure improvements at its four (4) elementary school campuses. In addition, the District issued \$11 million in General Obligation bonds for its match-requirement for the construction of the new middle school in conjunction with a BEST Capital Construction grant.

In 2019, the District issued a \$3 million lease/purchase agreement to buy-out the federal interest in a newly-constructed Head Start wing addition to the Sherman Early Childhood Center. The center had been financed by a federal Head Start capital construction grant in 2018. In addition, the District spent \$1 million in General Fund resources to cover wing addition construction costs in excess of the Head Start grant.

In summary, the District has spent \$25.5 million of its reserves and voter-approved initiatives to finance building improvements, security additions, and new school construction.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District has a formal, restricted reserve established in its Building Fund for the annual reserve additions under its prior BEST Grant award for a new middle school. The reserve balance is currently established at \$280,000.

The District prioritizes its capital project requirements for each fiscal year. For 2018-2019, The District identified priority projects and budgeted dollars to complete these projects across the scope of the District's facilities and grounds. The District finalizes this listing with Board of Education input and dedicates particular funding to the meeting of these priorities. Expenditures for 2018-2019 were approximately \$1.9 million.

Long-term capital renewal dollars are achieved as follows: A transfer of \$519,000 from the General Fund allocation to the Capital Reserve Fund and a mill levy override for capital improvements and District facility maintenance for \$550,000. Thus, annual dollars for capital maintenance is \$1,059,000. The District will set-aside appropriate repair and upkeep funding within the finite limits of dollars.

For 2019-2020, the District generated revenues at \$31,232,000, overrode its Mill Levy at \$550,000 for maintenance expenses, and generated per student spending at \$9,168.

Per student, FTE for capital outlay equals \$304.31

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$2,263,676.60	CDE Minimum Match %:	41
Current Applicant Match:	\$1,573,063.40	Actual Match % Provided:	41
Current Project Request:	\$3,836,740.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund through a capital lease financing arrangement
Future Grant Requests:	\$0.00		
Total of All Phases:	\$3,836,740.00	Escalation %:	6
Affected Sq Ft:	9,338	Construction Contingency %:	3

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Affected Pupils:	938	Owner Contingency %:	5
Cost Per Sq Ft:	\$410.87	Historical Register?	No
Soft Costs Per Sq Ft:	\$88.79	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$322.09	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$4,090	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	231	Who owns the Facility?	OtherFacilities

If owned by a third party, explanation of ownership:

The Fort Morgan High School site was used as collateral for the COP-financed Middle School Replacement BEST Project.

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	3,260	Bonded Debt Approved:	\$18,272,888
Assessed Valuation:	\$226,373,648	Year(s) Bond Approved:	13
PPAV:	\$69,440	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$8,738,098	Year(s) Bond Failed:	
Median Household Income:	\$51,135	Outstanding Bonded Debt:	\$22,470,000
Free Reduced Lunch %:	64.9	Total Bond Capacity:	\$45,274,730
Existing Bond Mill Levy:	12.737	Bond Capacity Remaining:	\$22,804,730
3yr Avg OMFAC/Pupil:	\$2,370.31		

January 23, 2020

Dr. James Hammack
715 West Platte Avenue
Fort Morgan, CO 80701

RE: FMHS building entrance upgrades

Dear Dr. Hammack,

I am writing to you as a parent of three students that either attend or will be attending Fort Morgan High School. As you know, the front entrance to the high school is less than safe and secure. The sloping sidewalks are hazardous in good weather and can be treacherous when snowy or icy. Having only a door buzzer to greet guests coming into the building is not welcoming and since the door is not monitored, once a person is buzzed into the building, they have access to wherever they wish to go, unimpeded. This is a significant safety concern that I know the district has wished to address for some time. I believe the time is now, before there is a serious safety breach.

Our entrance to the high school is also unwelcoming. Once a person is let into the building, by a buzzer, it's unclear which direction they should go. For a newcomer, I'm sure it's confusing and intimidating to figure out which stairs to take and then be faced with several office windows once they make their way upstairs.

Most visitors need to see either an administrator or the counseling office staff. The administration team is located together which is good; however, if a new student needs a schedule, they must be directed down another hallway past several doors to the counseling office. This is not very efficient nor is it welcoming. Many of the plans that I saw during my time on the school board had the counseling office collocated with administration, which would save time and confusion.

I hope that the district will make the FMHS entrance project a priority this school year. As I stated earlier, it is a safety concern. I know you have the utmost care and concern for our students and I look forward to your continued attention to this important issue. Please feel free to contact me if I can provide further input or answer any questions.

Sincerely,



Trish McClain

● **Facilities Impacted by this Grant Application** ●

SWINK 33 - Swink Roof HVAC - Swink K-12 - 1955

District:	Auditor - Swink 33
School Name:	Swink K-12
Address:	610 COLUMBIA STREET
City:	SWINK
Gross Area (SF):	104,531
Number of Buildings:	4
Replacement Value:	\$22,783,687
Condition Budget:	\$10,338,734
Total FCI:	0.45
Adequacy Index:	0.10



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,029,919	\$2,501,644	0.62
Equipment and Furnishings	\$333,361	\$152,192	0.46
Exterior Enclosure	\$3,743,690	\$1,434,101	0.38
Fire Protection	\$199,294	\$908,313	4.56
Furnishings	\$1,195,749	\$205,953	0.17
HVAC System	\$1,872,330	\$1,551,628	0.83
Interior Construction and Conveyance	\$3,869,533	\$2,227,427	0.58
Plumbing System	\$1,499,414	\$903,362	0.60
Site	\$3,075,710	\$1,357,625	0.44
Structure	\$2,964,686	\$4,810	0.00
Overall - Total	\$22,783,687	\$11,247,055	0.49

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: SWINK 33

County: Otero

Project Title: Swink Roof HVAC

Applicant Previous BEST Grant(s): 2

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

If Yes, please explain why:

Project Type:

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

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

Swink is a rural community with an approximate population of 800 citizens located in the Arkansas Valley, one hour from Pueblo and two hours from Colorado Springs. The Arkansas Valley is rich in agriculture and a lifestyle that emphasizes a commitment to the young.

The Swink community enjoys a dry and moderate climate with almost constant blue skies and brilliant sunshine. Otero Junior College, Arkansas Valley Regional Medical Center and many historical sites are within a five-mile radius.

Community pride is evident in Swink. The School District is the center of activity, and the community is very supportive and active, and places high expectations on its staff to ensure a lifelong learning experience for students.

The Swink School District is a very supportive place in which to educate young people. The District is very progressive in addressing the educational needs of all students, and students have the opportunity to participate in a wide variety of extracurricular programs in addition to an exceptionally strong vocational program.

The Swink K-12 school is home to approximately 321 students who are served by 34 staff, 3 administrators, and 18 classified staff. Graduating class size is approximately 30 students; the 5-year average dropout rate is near zero percent, and most graduates have enrolled in a 2-year or 4-year college. The one building houses separate elementary, middle school, and high school sections. There is also a new and modern Industrial Arts/Art building and state-of-the-art athletic complex which is used by the school, community, and other area communities as well. A new gymnasium was completed in 2009.

Students are offered concurrent credit classes with Otero Junior College. Many of our juniors and seniors also take classes at Otero Junior College. The District and community expect students to develop their skills so that all students are successful, and are committed to the traditional approach of dealing with students, parents, and staff.

Items of District pride include great success of students after leaving the school, well-maintained facilities, large number of Boettcher, Daniels Fund, and Monfort Scholars, low student-teacher ratio, committed and caring staff, past State Knowledge Bowl Champions and Runner-Up. Swink has won multiple John Irwin School of Excellence awards and was the recipient of its second ESSA Award for Excellence in Academic Achievement. Swink was recently notified that they have been nominated by CDE as a Blue Ribbon School. The community is rightfully proud of and supportive of the Swink Schools.

Deficiencies Associated with this Project:

FAILING ROOF

The roof needs full replacement. It is a twenty-year system installed in 1992, rendering the service life expiring eight years

BEST FY2020-21 GRANT APPLICATION SUMMARIES

ago. Roof leaks occur in many of the interior spaces including the main corridors, both high school and elementary classrooms, kitchen, multi-purpose room, administration offices, and other locations within the building. The leaks are addressed with buckets or large trash bins and wet portions of flooring are zoned-off in corridors and classrooms to protect students from slip and fall hazards. Unfortunately, these wet zones then affect the travel flow and safety of Swink students and staff through the building.

The Swink K-12 School has been providing creative solutions for consistent leaks by using cut-down plastic buckets installed above the acoustic ceiling tile and connected to garden hoses to drain water to sinks in the room below. But the 'ceiling bucket solution' can only help in a few areas because the bigger issue is many of the leaks are not consistent. This is due to the concrete roof deck. When water penetrates the roofing membrane, it can travel for a long distance along the deck before finding a crack in the concrete and entering into the building interior. Roof leaks are not good for the interior of the building as they increase the chance for mold and affect property like computers, communication lines, ceiling tiles, flooring and paint. Though no mold has been discovered as of the date of this application, the roof conditions pose a serious risk for mold growth within the facility as the number of leaks within the roof increases.

LACK OF FRESH AIR VENTILATION

The lack of fresh air ventilation in all classroom spaces is concerning and needs to be addressed as part of this project. Indoor Air Quality testing has discovered that the carbon dioxide (CO₂) levels in the Swink K-12 School are above the recommended levels of 1000 ppm during occupancy, and at some classrooms nearing or exceeding 2000 ppm.

Occupants in areas which exceed the recommended 1000 ppm are known to experience symptoms of fatigue, and drowsiness, sensations of "stale air" and mild eye or throat irritation. Some recent studies have shown a decrease in ability to concentrate at these levels. At over 2000 ppm, CO₂ levels can cause headaches, sleepiness, definitive loss of concentration, and in some instances, light nausea.

Given these physical effects of elevated CO₂ levels, it is no surprise the lack of fresh air ventilation in educational settings has been shown to reduce learning capacity. CO₂ levels exceeding 2000 ppm, have been shown to impact test scores and overall student performance. Along with elevated CO₂ levels, lack of ventilation causes elevated levels of environmental pollutants such as VOCs, odors, and microscopic air particulates.

Currently the indoor furnace units are not being provided with fresh outdoor air for ventilation, and do not meet current ventilation codes as required by the State of Colorado under the 2018 International Mechanical Code.

DEFICIENT HVAC EQUIPMENT

In the past five year, the HVAC equipment has increasingly required costly emergency repairs, most of which were not budgeted for, and therefore, the administration has had to reallocate District resources to continue to repair the failing system.

The HVAC system, which includes twenty-one (21) existing indoor furnace air handlers with matched DX cooling coils and roof mounted condensing units, and thirteen (13) existing natural gas/DX rooftop units (RTU), are at least nineteen (19) years old, exceeding ASHRAE's expected life of fifteen (15) years and with increasing repair costs are needing to be replaced. As well as being past the usable service life, most equipment is installed with R-22 refrigerant which is being phased out and is no longer in production for new or repair uses.

Proposed Solution to Address the Deficiencies Stated Above:

To adequately address the current health and life safety issues at the Swink K-12 School, the most financially responsible solution is to replace the roof and the HVAC system.

The roof replacement would include the following: Removing the existing roof to deck to achieve proper wind resistance and replace with a thermoplastic roofing system. The system will provide good reflective properties and low heat absorption that will allow the insulation to perform to its maximum properties. The system will include a base R-30 insulation layer over the

BEST FY2020-21 GRANT APPLICATION SUMMARIES

existing flat structural concrete T's, topped with a ¼" per ft taper R-30 insulation to avoid ponding. The system will also include a ½" high-density cover board to help with hail protection and punctures. Curbs and utilities will be raised to meet the new heights of the base layer of insulation and taper system. The edge will receive new gutters and downspouts reinforced to handle snow and ice loads. Any cracked or damaged skylights will be replaced.

The HVAC system replacement would include replacing thirteen (13) existing rooftop units with units of equivalent capacity. These units will require new roof curbs and minimal ductwork revisions to connect to existing ductwork. Units will be gas fired and provided with economizers for reduced cooling costs and ventilation air intake. Units would be provided with a BACNet capable controller and connected to a new Building Automation System for scheduling and monitoring. The units would be provided with new thermostats and zone CO2 sensors for demand ventilation control. The twenty-one (21) existing indoor gas furnaces and cooling coils would also be replaced with new furnace/dx coil units and new roof mounted condensing units. New outside air ductwork, dampers, and furnace venting/combustion air would be taken up through the roof and provided with code required separation distances. The existing ductwork would be reconnected to the new units. Units would be provided with a BACNet capable controller and connected to a new Building Automation System for scheduling and monitoring. The units would be provided with new thermostats and zone CO2 sensors for demand ventilation control. New combination carbon monoxide/smoke/heat sensors would be installed in all spaces where a gas fired appliance is located, in all classrooms served by a gas fired appliance, and connected to the existing building fire alarm system.

How Urgent is this Project?

The existing roof is failing to keep moisture out of the facility while the existing HVAC system has functional and indoor air quality issues that need to be addressed immediately.

The roof leaks are primarily inconsistent in location and, due to the concrete roof deck, impossible to adequately address without entirely replacing the roof membrane. If the roof is not replaced, the health and safety of our students and staff will be at risk from slippery flooring, obstacles within the path of travel, and increased potential for mold.

The carbon dioxide levels in the Swink K-12 classrooms exceed the recommended levels for occupancy health and student performance. Continual exposure to these conditions will affect the wellbeing of our students and staff with symptoms of sickness from the indoor air quality.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The District has a small mill levy override that is dedicated to capital improvements. It currently generates around \$15,000 a year. Each year the administration meets with Ground and Maintenance to review our anticipated needs for capital improvements for the coming year. A list of projects is developed and prioritized. In addition to the mill levy override, a general fund transfer is made to Capital Construction to cover the anticipated cost of additional improvement. This strategy has served the District well in maintaining past capital construction projects.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The oldest building of the Swink K-12 School was constructed new for the District in 1963. Each subsequent addition (1976, 1996, and 2011) was built in compliance to building codes of the time of construction.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The original site was constructed in 1955, including the Old (North) Gym, which is still in use by the District today. In 1963, an elementary building was built on site. In 1968, work was done to add locker rooms to the Old Gym. In 1976, a new high school was built and the multi purpose room was added to connect the high school and elementary buildings under one roof. Two new elementary classes were added as well. In 1996, a new foyer, library, and additional classrooms were added to the high school building. An Industrial Arts Building was added in 2003 along with an all-weather track and sports field. A bus barn was added in 2004. The New (South) Gym was added in 2009. Additional elementary classrooms were added in 2011. Through a

BEST FY2020-21 GRANT APPLICATION SUMMARIES

2016 BEST Grant, the District removed asbestos tiles from the multipurpose/cafeteria and installed new flooring in the Spring & Summer of 2017.

Within the last three years, the most significant capital improvement occurred in the Fall 2019, when the fluorescent lighting was replaced with LED fixtures with motion detectors and timers. Since this time, the District has been saving capital funds in anticipation of this project.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The District has been building reserves for some time in preparation for this project. We have not really looked at any other options for addressing this project outside of BEST. We have had discussions about the importance and urgency of the project and have had discussion about the possibility that if we are unable to get BEST Grant funding in this cycle, or perhaps the next one, we would need to consider moving ahead with the project on our own.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Swink School District maintains a minimum amount budgeted to Capital Reserve each year. The minimum for the past few years has been \$40,000.00 or approximately \$125.00 per student. In FY'19 the district transferred \$210,000.00 to purchase three buses. To date in FY'20 the district has transferred \$160,000.00 to complete a LED lighting project for the entire campus. Swink School District has adopted a revised budget for FY'20 to include a portion of our BEST match requirement. We plan to meet the match requirement with transfers over multiple years.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Energy savings is not a driver for this project. We realize that it could possibly be a minor side benefit but the main driver has been providing a safer environment for the students through replacing the roof and aging HVAC system.

Current Grant Request:	\$1,241,497.01	CDE Minimum Match %:	39
Current Applicant Match:	\$793,743.99	Actual Match % Provided:	39
Current Project Request:	\$2,035,241.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	District Reserves
Future Grant Requests:	\$0.00		
Total of All Phases:	\$2,035,241.00	Escalation %:	5
Affected Sq Ft:	54,745	Construction Contingency %:	3
Affected Pupils:	321	Owner Contingency %:	5
Cost Per Sq Ft:	\$37.18	Historical Register?	No
Soft Costs Per Sq Ft:	\$4.12	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$33.05	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$6,340	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	171	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Financial Data (School District Applicants)

District FTE Count:	321	Bonded Debt Approved:	
Assessed Valuation:	\$17,087,001	Year(s) Bond Approved:	
PPAV:	\$53,231	Bonded Debt Failed:	
Unreserved Gen Fund 18-19:	\$3,001,082	Year(s) Bond Failed:	
Median Household Income:	\$58,933	Outstanding Bonded Debt:	\$1,530,000
Free Reduced Lunch %:	45.1	Total Bond Capacity:	\$3,417,400
Existing Bond Mill Levy:	10.209	Bond Capacity Remaining:	\$1,887,400
3yr Avg OMFAC/Pupil:	\$2,128.39		



La Junta Rural Fire Protection District

La Junta, Colorado 81050

www.lajuntafire.com



DIRECTORS
Gary Hanagan
Marvin D. Schlegel
Robert Fowler
Curtis Peacock

EVERETT W. BABB, Chairman
BRAD DAVIDSON, Fire Chief

February 19, 2020

To whom this concerns:

I would like to introduce myself. I am Brad Davidson, Fire Chief for the La Junta Rural Fire Protection District. Swink School District is covered by our fire department. When we are working toward safety items and questions pertaining to schools, we are very proactive and want the main goal to be safety not only for the kids and staff but also the safety of the citizens who go in and out of the school at all times.

Being in the position of Fire Chief, I feel it's very important to make sure our schools are safe and during different times I have been in the school, I have had some concerns of when there are buckets or trash cans in the hallways, which are a big safety hazard in the event of an emergency and the school has to evacuate using those hallways. I have also noticed a few times of the drastic temperature changes in the HVAC throughout the school. It could be very hot at times and then very cold at times where this really has an effect on the students and staff in the building. Life safety is always a big point in our job and these are some items that to me are life safety issues.

This grant would really be a benefit for the Swink School District not only on the students and staff but for the building itself. By adding a new roof only gives the building a stronger stance but can also give more life to the building and when you add in new HVAC, you are eliminating different hazards of maybe space heaters or buckets in the hallways of exit.

I would like to give a Thank You to the BEST Board for their consideration for Swink School District for this grant and show our support from the La Junta Fire Department to always improving our schools for the students, staff and community.

In Safety,

Brad Davidson

Fire Chief

La Junta Fire Department

To: The BEST Board

From: Jace Bauserman

My name is Jace Bauserman and I graduated from Swink High School in 1998. Currently, my wife Amy and I have three children in the Swink School system. Both my wife and I are very involved with the school. My wife volunteers regularly in the classroom, and I am an assistant coach for the junior high football and baseball programs.

Swink School truly is a special place, and the administration and staff place the needs of the students above all. I have noticed, multiple times while walking through the school, buckets collecting dripping water. Not only is this unsightly, but it's also a safety hazard. In addition, both my son Hunter (8th grade) and daughter Abbey (7th grade), have talked to me multiple times about how certain places in the school seem to be very hot or very cold.

I'm always on Hunter's case about wearing his sweatshirt while at school, but he has informed me that in some classes it's too cold without it while in others, he takes it off because it's too hot. Abbey told me about a week ago that a random drop of water fell on her desk while she was taking a test. Swink School, both staff and students, work hard to be their best, and deserve a building that is functioning at its best. If the roof and HVAC units are repaired the school and all inside will be better because of it. Students and staff need a comfortable environment to perform.

Thank you for taking the time to read my letter, and your serious consideration of this very important matter.

Sincerely,



Jace Bauserman

● **Facilities Impacted by this Grant Application** ●

HOLYOKE RE-1J - HS Secure Entry and Access Renovations - Holyoke Jr/Sr HS - 1950

District:	Auditor - Holyoke RE-1J
School Name:	Holyoke Jr/Sr HS
Address:	545 EAST HALE
City:	HOLYOKE
Gross Area (SF):	119,400
Number of Buildings:	1
Replacement Value:	\$34,171,344
Condition Budget:	\$12,244,048
Total FCI:	0.36
Adequacy Index:	0.03



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,427,920	\$2,959,750	0.55
Equipment and Furnishings	\$601,391	\$561,001	0.93
Exterior Enclosure	\$5,366,985	\$572,895	0.11
Fire Protection	\$72,490	\$1,087,630	15.00
Furnishings	\$1,471,327	\$1,839,158	1.25
HVAC System	\$8,519,640	\$1,448,871	0.17
Interior Construction and Conveyance	\$5,255,025	\$2,592,726	0.49
Plumbing System	\$2,185,016	\$1,286,665	0.59
Site	\$2,075,838	\$982,987	0.47
Structure	\$3,195,712	\$0	0.00
Overall - Total	\$34,171,344	\$13,331,683	0.39

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: HOLYOKE RE-1J

County: Phillips

Project Title: HS Secure Entry and Access Renovations

Applicant Previous BEST Grant(s): 5

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

If Yes, please explain why:

Project Type:

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

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

The Holyoke School District is located roughly 175 miles or 3 hours Northeast of Denver, Colorado. It is a farming and ranching community with limited oil and gas presence within Phillips County. The Holyoke School District, K-12th grade, is made up of 610 students currently with 50 teachers and 90 total employees. The Holyoke Jr/Sr High School is made up of 291 students with 70% of these students participating in at least one extra curricular activity that the school offers.

Holyoke Jr/Sr High School offers Career and Technical Education (CTE) programs such as FBLA, FCCLA and FFA along with STEM Robotics opportunities, and TV Production Classes. Holyoke students also have the opportunity to participate in Show Choir, Band, Drama/Theater as well as traditional sports like Cheer, Swimming, Softball, Football, Golf, Volleyball, Basketball, Wrestling, Baseball and Track.

The Holyoke School District also provides a CDE approved on-line Alternative High School as a graduation pathway and the entire district is a member district of the Student Centered Accountability Program (SCAP). The Holyoke School District provides an education to the 56% of total students that qualify for Free & Reduced Lunch Program and the 49% of students that are identified as Hispanic students with 33% of them learning English as a second language.

The Holyoke School District strives to provide a positive, safe, inclusive and empowering environment for all students, staff, parents and community members. With a knowledgeable, high-quality and dedicated staff and with partnerships with parents and the Holyoke community, the District offers an experience where best practices, professional development, social/emotional learning, and aligned curriculum optimize instruction and ensure student learning and success. The District strives to graduate students who have developed into self-sufficient, highly motivated, independent critical thinkers who respect cultural differences, are adaptable to change, have positive self-esteem, and who have secured the necessary skills to succeed as productive citizens.

Holyoke Jr/Sr High School has been placed in the rating category of "Performance" by earning 67.4 out of a 100 points or a 67%. Our English Language Learners have earned a 6% growth rating over our non English Language Learners (53% vs 47%) in 2018. The Holyoke Jr/Sr High School has a 100% four year graduation rate, a 97.1% five year average graduation rate and a 97.5% six year average graduation rate. In 2018 Holyoke Jr/Sr High School earned a 72.1% Matriculation rate. Of the 72.1% of student attend school beyond high school, 44.2% are attending a 4 year college, 18.6% are attending a 2 year college and 11.6% attending some type of Career & Technical Education.

Deficiencies Associated with this Project:

HEALTH, SAFETY & SECURITY

In 1950, NATO was created, and our Jr/Sr High School was constructed. Holyoke is a small, rural town, that shares the safety issues of larger towns and cities. The students are exposed to danger with the safety and security at the main entry, the

BEST FY2020-21 GRANT APPLICATION SUMMARIES

unsupervised travel between schools, and the impediment of safe egress from spaces within the school building.

Entry Security concerns: The danger of an unwelcome visitor to the school, or someone knowingly attempting to harm our students and staff is a real concern. Our doors are locked during the school day, but there is 100 feet from the Main Entry doors to the receptionist. Within this distance there are eight doors accessing other areas of the school where students are in class.

Unsupervised travel between schools: Our district provides for all 56% of students that qualify for free and reduced lunch program. Of that total percentage, 140 are students in the Jr/Sr High School. Each school day our students commute to the Elementary school, located 1/3 miles away, for their hot meal. The route is along the streets of our town with no supervision and susceptibility to weather, strangers, malicious intent and dog attacks.

No clinic space: When one of our 291 students are sick, there is no dedicated space for them to await pick-up. The student is waiting in the main office, in a chair, unable to lie down. With no dedicated space, they are visible to the rest of the students and staff and spread their illness to the staff who supervise them.

EGRESS AND ACCESSIBILITY Our school was flagged by an Office of Civil Rights (OCR) report. While we acknowledge accessibility is not a priority of BEST funding, the items are included in this grant request for safety of egress concerns.

Daily and regularly scheduled participation for all our students are not possible in the building. We have three significant barriers for safe access, an inadequate elevator, a non-accessible ramp and basement locker rooms. Each student should reach their intended destination to participate to their fullest potential in each of these areas. The elevator, that serves our existing sunken PE gymnasium is undersized and is frequently not available due to maintenance and is beyond its usable life. The PE gym also serves as our graduation location. Our auxiliary gym, also used for PE and other large group teaching, is not accessible. Finally, our Jr. High locker rooms, where students as part of curriculum change daily for PE is not accessible. The current location and layout of these locker rooms makes them unsafe due to their maze-like layout and lower level location. Exterior access by those being dropped off from an accessible van or school bus is impeded on the North side of the building. Our auditorium, used for Drama club and larger class presentations, is also inaccessible, having a sloped floor immediately upon entering the seating area. There is also no designated area for a wheelchair or companion. Students bound by wheelchair or other physical limitation should share the same independence and access as their more able peers.

Proposed Solution to Address the Deficiencies Stated Above:

Our solution is complete and discrete areas of work to maintain school access, safety and function during construction. Each area of work addresses deficiencies.

Main Entry & Clinic: Our new secure main entry will provide a physical presence adjacent to the Main Entry with secure vestibule and visitor check-in. From the area where front office staff is relocated from, we are proposing to create a warming kitchen, where our students can get their lunch without the safety and security concerns of commuting to the elementary school. Adjacent space in this same area will be designated for the clinic that is currently lacking from our school.

Accessible Egress: The proposed new accessible elevator provides the needed access in and out PE space, and independence to our wheelchair bound students. The existing weight room is proposed to be renovated into new, accessible Jr. high locker rooms that, in their new layout and location, are safer by supervision and access. The relocated weight room will be relocated with lower level (proposed accessible by the new elevator) wrestling room adjacent to the PE gymnasium. Mechanical additions are proposed as part of the weight room scope, this space is used for PE and the existing mechanical which will not support its relocation. The auxiliary gym will be made accessible by a new ramp and door. By using an existing opening in the auxiliary gym, potential structural issues are mitigated.

How Urgent is this Project?

The passing of time is not a positive impact on our needs, and we will remain unable to provide equal education opportunities to our disabled students. We have lost \$5.4 million since 2011 due to the state budget stabilization factor. Regardless, our community continues to show support for our schools by passing our Mill Levy Override Extension for 5 more years in

BEST FY2020-21 GRANT APPLICATION SUMMARIES

November 2019. Even with this extension it would take 8 years to address the safety, egress, and accessibility related deficiencies. Therefore, without the support and help of the BEST Grant our district would need to reduce the work being requested to meet our students needs and our district would not be able to address the other areas that our Mill Levy Override Extension identified that the collected funds would be allocated for.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

The Holyoke School District would like to purchase Orchestrate software (<https://www.veregy.com/orchestrate>) to track and manage all aspects of facility and equipment/systems management. The district would like to train four individuals on how to use, service, upkeep and manage all aspects of the work completed as a result of the BEST Grant. In addition to these two areas of focus the district has a desire to use local individuals as much as possible to help ensure continue support once warranties and service agreements end.

The districts desire is to create and maintain a system for managing the work being ask through this BEST Grant Application but also for the entire district that will remain in place as maintenance, janitors, business managers, principals and superintendents retire, leave the district or have their employment terminated by the district. Our district believes that the use of technology and current best practices around maintenance and monitoring is obtainable and feasible to put into a budget long term as the benefits will reduce large repairs and unexpected maintenance expenses over time.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The Holyoke Jr/Sr High School facility was built new in 1950 and is a total of 119,400 square feet. There were additions made to the facility in 1954, 1974 and 1998.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In 1950 the main structure of the current Holyoke Jr/Sr High School was completed. Load bearing CMU masonry walls (exterior) with brick exterior veneer were used. Steel columns and a truss roof construction were also used.

In 1954 an 8,800 square foot Band and Varsity Locker Room addition was completed. Load bearing masonry exterior walls were used above ground and poured in place concrete foundation walls were constructed below grade (locker rooms).

In 1974 a 77,500 square foot classroom addition was completed. Load bearing CMU masonry walls (exterior) with brick exterior veneers were used. Steel columns were used for the roof structure and framing and gypsum interior walls were constructed.

In 1998 a 15,800 square foot addition was completed. Load bearing CMU masonry walls (exterior) with brick exterior veneer were used. Steel columns with insulated structural panels were used on the roof construction.

2011-2012 - Provided \$538,000.00 cash for a elementary and Jr/Sr High School renovation project with a total cost of the project being \$928,000.00.

2011-2012 - Provided \$983,000.00 for roof replacements at the elementary and a partial roof replacement at Jr/Sr High School with a total project cost being \$1,700,000.00.

2013-2014 - Provided \$58,000.00 for security upgrades with a total project cost being \$105,000.00.

2016-2017 - Provided \$450,000.00 for a partial roof replacement at the Jr/Sr High School with the total project cost being \$820,000.00.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

2016-2017 - Provided \$140,000.00 for a Special Education Life Skills Classroom renovation project at the Jr/Sr High School that totaled \$250,000.00.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

The Holyoke School District is currently working with the Colorado Department of Energy Office and Schneider Electric to complete an Investment Grade Audit of our district facilities. The Investment Grade Audit and a performance contract will be considered with district projects in a phased approach over the next five years. Scope of work along with district desires will be cross referenced with the districts updated Master Facility Plan regarding short and long term goals for the district's facility upgrades.

The district is considering applying for a Department of Local Affairs (DOLA) Grant and has made contact with our Northeast Representative, Greg Etle. The desire for future projects to help offset short and long term costs that the district may accrue to restore facilities throughout the district for areas that are used by community and outside agencies on a regular basis. (walking track, gym floor replacement, bleacher replacement, theater seat replacement)

Our district is also striving to rebuild our reserve budget line item. In 2018-2019 for the first time since 2006 we were able to place roughly 3% of our total budget into reserves and now could run our district for three months without any funds being deposited. While our auditor recommends that we strive to build our reserve to a level where we can operate our district between six to nine months, our goal is to reach four months reserves within four year. (roughly \$150,000 a year for four years) The district desires to build up it's reserve in an effort to help fund more facility projects ourselves or to provide our matching funds without having to ask for a bond or financing through our local banks.

The Holyoke School District obtained a Homegrown Initiative Grant from Colorado Succeeds for \$20,000 in 2019-2020 to create alternative pathways for students to graduate as well as provide more opportunities for students to participate in internships. Currently our district has been awarded \$50,000, but it could be \$150,000 for the 2020-2021 depending on matching funds we can generate from local and statewide business groups. The funds would go towards expanding our work with pathways, internships and providing more opportunities for students as young as 5th grade to learn about future careers.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The last two major renovation projects that the Holyoke has undertaken with the help of BEST has resulted in two annual payments. One payment is from renovations of roofs at both the Jr/Sr High School and the Elementary School (district wide) as well as lighting upgrades, bathroom fixtures throughout the entire school district and classroom doors at Holyoke Elementary School. The district has been making annual payments of \$210,442.51 for this work completed in 2010. (last payment will be December of 2020) The district also has a annual bank payment for the Holyoke Jr/Sr High School Life Skills renovation and partial roof replacement at the Holyoke Jr/Sr High School (just Jr/Sr High facility) which is \$47,856.09. (last payment will be December of 2027)

The Holyoke School District spent \$110,035.93 on repairs and materials to address facility issues and concerns at the Holyoke Jr/Sr High School from July of 2018 and June of 2019. The district will continue to budget and plan for ongoing maintenance, software upgrades, and training.

* \$210,442.51

* \$47,856.09

* \$110,035.93

Total 2017-2018 = \$368,334.53

While the district would expect to see reduced monthly utility costs with update and more efficient systems we plan to maintain our current budget amount as we have had the past three years until the savings consistent and repairs reduce.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$2,533,301.58	CDE Minimum Match %:	46
Current Applicant Match:	\$2,157,997.64	Actual Match % Provided:	46
Current Project Request:	\$4,691,299.22	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	The Holyoke School District is considering the following options to fund this BEST Grant Application Scope of work.1. Ask their community in November of 2020 if they would support extending the current bond for an additional five years. (2 mills until 2026)2. Use current reserve funds to pay off the existing bond early and ask the community in November of 2020 for a new bond for five to seven years to cover the total matching portion of the district share of the BEST Grant Application.3. Between November and December of 2020 send out an RFP to four local banks in our community to finance the district matching amount for the grant (\$1,921,618.26) to be paid off over the next five to seven years.(Our district has done this twice before to obtain our district BEST matching amount. Our community approved a Mill Levy Override Extension in November of 2019 for five years. Our district could take a portion of these funds annually to make a yearly payment for any financing obtained from a local bank.)
Future Grant Requests:	\$0.00		
Total of All Phases:	\$4,691,299.22	Escalation %:	5
Affected Sq Ft:	15,000	Construction Contingency %:	10
Affected Pupils:	274	Owner Contingency %:	10
Cost Per Sq Ft:	\$312.75	Historical Register?	No
Soft Costs Per Sq Ft:	\$44.00	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$268.75	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$17,122	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	436	Who owns the Facility?	District
If owned by a third party, explanation of ownership:			
N/A			
If match is financed, explanation of financing terms:			
N/A			

Financial Data (School District Applicants)

District FTE Count:	577	Bonded Debt Approved:	
Assessed Valuation:	\$67,338,351	Year(s) Bond Approved:	
PPAV:	\$116,704	Bonded Debt Failed:	

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Unreserved Gen Fund 18-19: \$1,048,343

Year(s) Bond Failed:

Median Household Income: \$55,772

Outstanding Bonded Debt: \$595,000

Free Reduced Lunch %: 48.7

Total Bond Capacity: \$13,467,670

Existing Bond Mill Levy: 1.82

Bond Capacity Remaining: \$12,872,670

3yr Avg OMFAC/Pupil: \$1,375.09

● **Facilities Impacted by this Grant Application** ●

PUEBLO COUNTY 70 - Pleasant View MS HVAC/ Ventilation Upgrades - Pleasant View MS - 1965

District:	Auditor - Pueblo Rural 70
School Name:	Pleasant View MS
Address:	23600 Everett Rd
City:	Pueblo
Gross Area (SF):	68,168
Number of Buildings:	1
Replacement Value:	\$20,537,097
Condition Budget:	\$14,165,687
Total FCI:	0.69
Adequacy Index:	0.22



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,285,111	\$1,541,588	0.47
Equipment and Furnishings	\$562,400	\$702,999	1.25
Exterior Enclosure	\$2,222,929	\$1,426,601	0.64
Fire Protection	\$28,349	\$738,222	26.04
Furnishings	\$662,499	\$403,465	0.61
HVAC System	\$3,222,410	\$3,838,671	1.19
Interior Construction and Conveyance	\$3,230,256	\$2,727,316	0.84
Plumbing System	\$1,102,122	\$665,279	0.60
Site	\$3,258,051	\$2,828,592	0.87
Structure	\$2,962,970	\$0	0.00
Overall - Total	\$20,537,097	\$14,872,733	0.72

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: PUEBLO COUNTY 70

County: Pueblo

Project Title: Pleasant View MS HVAC/ Ventilation Upgrades

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> New School | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> School Replacement | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Lighting | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Renovation | <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | |
| <input type="checkbox"/> CTE: | | <input checked="" type="checkbox"/> Other: Drop Ceiling, Exterior Doors, Flooring | |

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

PLEASANT VIEW MIDDLE SCHOOL

Pleasant View Middle School, located in the “Mesa Region” just east of the City of Pueblo is one of six middle schools within Pueblo County School District 70. It was originally built in 1965, and one of our oldest facilities in the district, and currently educates nearly 400 students and employs over 25 staff members each year.

At Pleasant View Middle School we: 1) Provide a challenging, standards based educational program, preparing students for success in high school and in the workforce, 2) Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students, 3) Provide a caring, nurturing environment in which all students can feel supported and safe, emotionally, intellectually, and physically, and 4) Build positive behavioral characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.

PUEBLO COUNTY SCHOOL DISTRICT 70

Pueblo County School District 70 (D70) is a K-12 accommodating entity. The district includes four high schools, six middle schools, and eleven elementary schools, with a strong history of high performance and academic success. Several years ago, we adopted a four-day school week. The Board of Education made it clear at the time that high student performance would not be comprised with a four day week. The district’s staff has worked diligently to make sure that high student performance is achieved.

TEACHERS AND STAFF

There are just a little over 1,000 employees in the district with approximately 700 to 750 staff dedicated to the instructional component of the district. To achieve the district’s core value requires that everyone is needed, and to that end, all employees are valued. The district celebrates employee milestones of district service at 5 years, 10 years, 20, years, etc. The high number of employees that serve more than 20 years is evident as well as remarkable and attests to the fact that the district has a low turn-over rate of staff members.

EDUCATIONAL PROGRAMMING

This past year, Colorado Department of Education’s District Performance Frameworks ranked District 70 as an accredited district with 20 out of 24 schools as Performance School, included Pleasant View Middle School. Pueblo District 70’s graduation rate is well above the state average, while the drop-out rate is also far below.

BEST FY2020-21 GRANT APPLICATION SUMMARIES

The elementary core instructional programs are consistent across the district. There is a newly adopted math program, along with a strong foundational reading program. We are also in the process of adopting additional literacy resources. Middle schools have strong core programs with newly adopted math resources. Middle school students have opportunities to explore a variety of areas in the arts, STEM, Career and Technical Education, and world languages. High schools have adopted a very rigorous math program that will prepare students to compete in the real world. Students can choose from traditional courses, Career and Technical Education (CTE) courses, advanced placement and International Baccalaureate courses, to a myriad of academies and specialized programs.

MAINTENANCE PROGRAM

The district's maintenance program consists of 18 full-time staff members, including a Head Facilities Manager, maintenance and custodial staff operating an annual budget of \$4,187,123. Their responsibilities for the general maintenance of district facilities and grounds include upkeep of all mechanical systems, lighting/ballast replacement, flooring and waxing, minor plumbing and electrical needs, mowing, and cleaning. These staff members also change locks, replace door closures, change filters, replace floor/ceiling tiles, and insure all safety codes are maintained throughout the buildings.

Deficiencies Associated with this Project:

MAJOR INFRASTRUCTURE DEFICIENCIES IMPACTING HEALTH, SAFETY, OPERATIONS & MAINTENANCE

AGED HVAC SYSTEMS RESULTING IN POOR VENTILATION & TEMPERATURE CONTROL

Within the two eras of construction that make up the roughly 68,168 sf. of Pleasant View Middle School, we operate and maintain four (4) separate HVAC systems, each with their own set of unique deficiencies, but all of which are simply unsuitable or ineffective in maintaining a comfortable modern-day educational environment. The patch-work of systems which result in consistent O&M headaches, financial sunk costs, poor system functionality and reliability is no longer appropriate to serve the school. The mechanical systems and their effect on our educational environment are described below.

In the 50,655 square feet that make up the original 1965 construction of PVMS, there are three HVAC system types, each operating ineffectively, functioning poorly and/or are in poor condition. The perimeter classrooms rely on hot water fan coil units (FCUs), with cooling provided by residential-style direct expansion (DX) condensing units mounted on the roof and installed in 1995. The building's FCUs are receiving hot water through a hydronic loop from two 1,553 MBH forced draft, standard efficiency, natural gas boilers, and two constant-volume hot water pumps. The combined MBH of over 3,000 signifies that these boilers are far too large for this space, causing them to operate inefficiently with excessive cycling.

The gymnasium, cafeteria and interior classrooms are conditioned by natural gas-fired rooftop units (RTUs) installed in 1999 or earlier. These RTUs and split system condensing units, having been installed in the mid-to-late 1990's, have exceeded their ASRHAE-recommended useful lifespan of fifteen years and are considerably overdue for replacement. Though less impactful to the overall operation of the school, natural gas-fired furnaces serving the both locker areas and the school's main entryway. These areas have no cooling, and similar to a majority of the school's mechanical systems, they are nearing the end of their useful life and are due for replacement.

The 17,513 square feet of the 1976 classroom addition is conditioned by two natural gas fired, constant-volume multi-zone units with DX cooling, which were installed in 2003. Multi-zone systems provide areas with a constant-volume mixture of both hot and cold air – If a zone needs heat, for instance, the ratio of hot to cold air is simply increased (and vice versa) at a constant rate. The simultaneous heating and cooling innate in these systems result in excessive energy consumption and have become prohibited as energy code has evolved.

The facility and financial burdens resulting from of operating and maintaining four separate HVAC systems types, the immediate need to replace the aging mechanical equipment, and the poor indoor air quality resulting from the inability of the systems to supply with sufficient outside air have compelled us to pursue a comprehensive HVAC renovation of the school. A comprehensive HVAC system replacement is the best investment we can make and is in line with our districtwide strategy to

BEST FY2020-21 GRANT APPLICATION SUMMARIES

implement long-term solutions and facility improvements.

INADEQUATE VENTILATION & POOR INDOOR AIR QUALITY

The HVAC systems serving a majority of the classrooms in Pleasant View Middle School are failing to provide enough ventilation air to ensure good indoor air quality. The introduction of fresh, outside air into offices and classrooms has been shown to improve occupant focus and health, and reduce adverse impacts to cognitive function, decision-making, performance and attention, symptoms prevalent in facilities which constantly recirculate the same stale air.

As part of this development of the Master Plan and this BEST Grant application, an assessment was performed that measured the concentrations of carbon dioxide (CO₂) in four classrooms. For context, CO₂ concentrations are measured in parts per million (PPM), or the number of CO₂ molecules found in one million molecules of air. CO₂ concentration levels that match outdoor conditions are typically around 450 PPM, and concentrations of CO₂ at or below 600 PPM are considered good indoor air quality.

Per the standards set by OSHA and ASHRAE, the maximum allowed concentration of CO₂ that can be designed for supplying ventilation is 1,000 PPM. At concentrations above this level, building occupants can begin to experience decreased levels of performance, concentration, and productivity, as well as such temporary physical symptoms as headaches, drowsiness, and eye or throat irritation. These symptoms do generally resolve quickly after being removed from the exposure. In a 2013 study* by the Berkeley National Laboratory on the effects of indoor CO₂ concentrations and outdoor air ventilation on decision-making performance, results strongly indicated that exposure to CO₂ concentration levels ranging from 1,000-2,500 ppm results in moderate and statistically significant declines in cognitive performance.

At Pleasant View Middle School, from January 14th, 2020 to February 6th, 2020, four sensors were placed in various classrooms where it was suspected inadequate ventilation air was being supplied to get a sampling of air quality. Two of the sensors were placed in classrooms served by the multizone air handling units, and two were placed in classrooms served by hot water fan coils and condensing units.

The sensors recorded CO₂ levels every 10 minutes. Peak recorded measurements of the four sensors are as follows:

2,124 PPM – Classroom 24 (1965) conditioned by Fan Coil Unit/DX Split System)

1,911 PPM – Classroom 12 (1976 addition – Fan Coil Unit/DX Split System)

954 PPM – Classroom 5 (1976 addition - Multi-Zone Air Handler)

996 PPM – Classroom 7 (1965 original building – Multi-Zone Air Handler)

The CO₂ measurements from the school building clearly demonstrate that areas of the school served by the fan coil units/split systems and multizone air handling units (a majority of the classrooms) are not receiving adequate levels of ventilation air to maintain appropriate levels indoor air quality at levels, some exceeding standards set by OSHA and ASHRAE by extreme amounts.

*Source: https://eta.lbl.gov/sites/all/files/publications/lbnl-6148e-is_co2_an_indoor_pollutant_v3.pdf

INADEQUATE ELECTRICAL SERVICE & CAPACITY

Pleasant View Middle School is served by a 1,200 Amp 120/208V three-phase electric service installed as part of the original 1965 construction and was expanded to the 1976 classroom addition. These 1960's vintage panelboards are at complete capacity and does not allow the ability to add electrical receptacles demanded in a modern classroom setting, let alone to accommodate the electrical needs of a new HVAC system. Additional outlets are necessary to reduce the need for extension cords, which is a clear safety concern. The main distribution panel and subpanels throughout the facility are antiquated,

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difficult to find parts for, and are highly recommended for replacement.

FAILED ROOF SYSTEMS

The two roof systems of Pleasant View Middle School are in poor condition and have been highly recommended for a complete replacement. The deteriorated roof remains a primary source of headaches for the staff and teachers within the building, and constant burden for our maintenance staff.

In the Fall of 2019, in an effort to continue our districtwide facility master planning effort, the district had 16 district roofs professionally assessed, which included core samples. A summary of the Pleasant View Middle School inspection (provided as supplemental document) shows clear evidence of water penetration, failing seams and flashing, and deteriorated wall transitions across all nine sections of the roof.

The roof over the classroom and office areas consists of a built-up roof with a rock ballast. During a visual inspection, the rock ballast was swept away from the surface and revealed significant splitting, which is an indication that his roof is at the end of its expected life and should be planned for replacement. The roof over the gymnasium and cafeteria areas is a modified bituminous roofing system. This roof section has experienced substantial de-mineralization, which is quite concerning. If left untreated, no more than 5 years should be expected from this roofing system. However, due to the current water penetration, the longer the roof is left unaddressed there is the potential for development of mold within the interior of the roofing system and building walls. For this reason, the area should be considered a very high priority and should be addressed as soon as possible.

EXTERIOR DOOR SYSTEMS IN POOR CONDITION

The exterior doors in both eras of construction are in poor condition. Around the 1976 era of construction, a notable amount of these door systems are rusting at the jamb legs and along the bottom of the door slabs, primarily on the northeast and northwest facing sides where snow remains in the shade for longer periods of time.

The hollow metal doors around 1965 era of the building also show varying amounts of seal failures, abrasions and general fatigue. The bronze storefront door slabs around the cafeteria are mis-aligned and show signs of abrasion against the frames and openings. The inefficient insulation due to failure in the seals allows penetrating cold air during winter months and excessive heat gain in warmer months, adding to comfort issues common in many of the classrooms.

INTERIOR DEFICIENCIES

DILAPIDATED CEILING GRID & TILE

Over the years, many of the ceiling tiles have been stained by water leaks originated from water penetrations of the dilapidated roof and leaks from old hot water piping. Because we have been unable to resolve these issues, we have in-turn been unable to replace the drop ceilings.

The operational headaches resulting from the dilapidated ceilings in all hallways, classrooms, and offices is secondary to the impact resulting from the un-ignorable, undesirable ascetic atmosphere it creates within Pleasant View Middle School.

1970's ERA CARPET FLOORING

The flooring in the 1976 area is primarily original-era carpet that has exceeded its useful life and should be replaced, most appropriately with a modern vinyl tile. The carpet is difficult for the maintenance staff to keep clean and has the propensity to trap smells throughout the school year.

HAZARDOUS MATERIALS

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The molded HVAC pipe fittings throughout the entire building as well as the fabric vibration isolation fittings have been identified as having asbestos containing material (ACM). The districts most recent AHERA report also noted that, although encapsulated, ACM was detected to have been sprayed on the acoustical plaster of the wood shop ceiling, girls and boys PE office ceiling, training room ceiling, and gym ceiling. The transite panels in the cement hardboard as well as floor tiles throughout the building were the final areas to note containing ACM.

Renovating the HVAC system will require abating the material around the molded HVAC pipe fittings as well as adhesive and sealants used in other locations around the building which will be remediated as needed prior to the renovation of our school.

Proposed Solution to Address the Deficiencies Stated Above:

MAJOR INFRASTRUCTURE SOLUTIONS

FACILITY WIDE HVAC SYSTEM REPLACEMENT

To ensure an informed decision-making process related to operation of our buildings, a detailed life-cycle cost analysis (LCCA) was performed to compare applicable HVAC system alternatives. This comprehensive financial model includes estimated first-cost, anticipated maintenance costs, district utility costs (based on the district's historical energy consumption data), and future replacement costs. This provides the "true cost of ownership" and better informs a long-term approach.

The following HVAC System alternatives, both determined as applicable to the Pleasant View Middle School facility, were qualitatively and quantitatively evaluated for their 25-year life-cycle costs:

1. Single Zone Gas/DX Packaged Rooftop Units
2. Air-source Variable Refrigerant Flow System (VRF) w/ Dedicated Outside Air

The technical analysis was included in a collaborative decision-making process to incorporate the qualitative input of the district's facilities staff, and it is determined that the clean-slate design and implementation of Single-Zoned, Natural Gas/DX Packaged Rooftop Units (RTUs) provides the best long-term solution and is most in line with our district wide strategic plan.

The system will be designed with individual temperature control to provide heating and cooling throughout the year to all classrooms, offices, corridors and common areas, including the library, the auditorium, the cafeteria, and the gym. New high-efficiency rooftop units be correctly designed to provide the proper amount of ventilation air to each space throughout the building as required by code and modern standards for education environment. They will also be specified to incorporate variable air volume (VAV) strategies, multiple stages or variable speed compressor technology, and other energy efficient specifications.

New ducted distribution infrastructure will be installed above drop ceiling throughout the school. Efficiencies in the cost of work, construction schedule and other economies of scale such as demolition and contractor mobilization will be achieved in conjunction with the planned roof replacement and new drop ceiling projects.

This project will build upon the district's strategic effort of systems and equipment uniformity across the 24 district facilities. This allows our maintenance staff to more effectively operate, maintain, service, order and store parts, budget for and replace mechanical equipment across the district. This results in financially sound proactive upkeep, longer system performance and tangible cost savings. We will end the use of the oversized boilers and constant-volume air handling units, greatly reducing our electrical and nature gas usage, while also increasing the comfort and outside air ventilation to each space.

In summary, a new individually zoned high efficiency rooftop units HVAC system will provide the holistic solution needed at PVMS and resolve the ongoing issues created from operating and maintaining four separate aging mechanical systems and the poor indoor air quality from insufficient outside air ventilation. In simpler terms, this will result in maximum operational efficiency, system reliability, and an improvement to the educational environment and building occupants.

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UPGRADE ELECTRICAL DISTRIBUTION SYSTEM & ADD RECEPTACLES

To accommodate the electrical requirements of modern HVAC equipment, associated electrical infrastructure upgrades are needed in conjunction with the implementation of the new HVAC system. Primarily, this includes replacing the current electrical distribution equipment such as panelboards and the main distribution panel. Additional outlets will be added to all classrooms, common areas, offices, and other areas throughout the building allowing better utilization of modern education tools and reduce the need for dependence extension cords and other hazardous practices.

REPLACE ROOF AND GUTTER SYSTEM

Due to the age of the existing roof and the number of identified issues, including prevalent evidence of water penetration, it is recommended that a full roof replacement be undertaken. Various roofing system options were evaluated to select a solution with the lowest life-cycle cost and with a life-span of 25+ years, and as a result, the installation of a new thermoplastic polyolefin roofing system, more commonly known as "TPO," is recommended.

The current roofing system should be removed down to the existing deck and replaced with a new single ply roofing system utilizing welded seams, flashing, penetration boots, and pitch pans, for example is recommended. A TPO single ply system is preferred for this region and climate due to its unique performance characteristics. A TPO roofing system will allow for consistency throughout the 9 roofing planes and yield the equivalent of a single monolithic system once installed. New metal coping caps and flashing should be fabricated. Walkway pads will be utilized at all traffic intensive locations such as AC access panels, roof entrances and exits.

During this project, we will also replace the gutter system to improve site drainage and resolve trouble spots around the building. Additional funds have been budgeted for the proper removal, storage and reinstallation of the solar photovoltaic panels currently mounted on the roof.

REPLACE ALL EXTERIOR DOORS

The complete replacement of all exterior hollow metal door systems at Pleasant View Middle School is the most effective solution to resolve the deficiencies of the deteriorating doors. Properly sealing the building envelope in conjunction with this project will provide an improved environment for the students, and strategic cost advantages that maximizes efficiencies in the performance and operation of a central heating and cooling system.

By negating the infiltration of outside air into the building and insulating the building envelope to significantly reduce thermal loss, we will ensure a more consistent temperature and comfort level within the school. The new mechanical system can be more appropriately sized to serve only the thermal loads that are essential to the building and its occupants rather than accommodating thermal heat loss or gains. In the short-term, this will ensure cost-effective first costs of the system's equipment selections and infrastructure needs by defining its necessary capacities for heating and cooling, and over the long-term will reduce the utility and maintenance costs by maximizing operational efficiencies, prolonging the useful life of this major capital investment.

NEW LAY-IN CEILINGS AND GRIDS

Replacing the stained ceiling with clean grid and tile will significantly improve the interior aesthetics of the building. The comprehensive HVAC and roof replacement projects mentioned above will require the removal of the existing tile and grid. In conjunction with these projects, we will install a new clean grid and tile throughout the entire facility.

INSTALL NEW VINYL FLOORING TILE IN 1976 ADDITION

The original carpet in the 1976 wing will be removed and replaced with a high quality vinyl tile product more applicable to the educational environment. The tile will improve preventive maintenance efforts and overall the aesthetics in the 1976 wing.

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ABATEMENT OF HAZARDOUS MATERIALS

Specific areas for ACM abatement have been identified based on the information from our latest AHERA report, as it relates to potentially impacted areas of the anticipated project scope. Specifically, the removal of molded insulated pipe elbows, and the spot abatement of the spray-on insulation on the underside of the gymnasium and shop roof have been budgeted. Additional contingency funds have been assigned in the Detailed Project Budget for any unforeseen conditions which may result from additional testing planned for this coming 2020 Summer.

How Urgent is this Project?

The major systems deficiencies at Pleasant View Middle School outlined in this application are of the highest priority, not simply at Pleasant View Middle School, but among the district's broader strategic plan. These projects are listed as the highest priority for replacement among more than an estimated \$60M in planned facility improvement projects, spanning across all 25 educational facilities of Pueblo County School District 70.

Pleasant View's current HVAC system, roof, electrical infrastructure, and ceiling have well surpassed their useful life, and as these systems continue to deteriorate, they will routinely create new maintenance issues for our staff to deal with. The indoor air quality is a critical issue and needs to be resolved as quickly as possible. CO2 levels above 2000 PPM in some areas, is more than 2.5 times the acceptable standards and far from acceptable in a 6-8 facility. It is our duty to provide students and teachers acceptable standards of temperate and comfort control.

Like the large majority of Colorado's public school districts, it takes the full use of our limited staff and financial resources to maintain our facilities. What makes Pueblo County School District 70 different is our commitment to Proactive Preventative Maintenance, and an understanding that proper fiscal planning and continual investment in long-term solutions is what keeps us ahead of the compounding consequences of a reactive strategy to deferred maintenance.

If Pleasant View Middle School is not awarded funds from this BEST Grant Cycle, the most impactful outcome of continuing to perform reactive repairs and other piecemeal projects in an attempt to maintain and prevent failure will be financial, until we can resolve them for the long-term. We will still move forward with the request from our taxpayers in November of a general obligation bond to fund these, and other, district infrastructure needs.

To effectively maintain the 25 educational facilities spread across Pueblo County, it requires that our administration to consistently make difficult decisions on how to allocate of our limited capital improvement resources as to have the greatest impact, but at the sacrifice of other schools in the district. The capital improvement funding from an awarded BEST Grant, though, would greatly impact the value to our taxpayer's across Pueblo County, and further demonstrate our commitment to financial responsibility to our citizens.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

CAPITAL RENEWAL BUDGET

Upon completion of this project, Pleasant View Middle School will be added to our current service contract which provides schedule seasonal and on-call maintenance of our mechanical systems across the district. The district will continue to budget approximately \$312/FTE into the districtwide capital reserve to provide direct funding towards the annual preventative maintenance (attached as supplemental document) of this project's systems and major components, conservatively estimated to be \$20,202.69. This preventative maintenance plan will maximize the life of the project and ensure funding for future replacement costs, which, according to ASHRAE and manufacturer data is approximately 20-25 years for major equipment.

With assistance from BEST to complete of these major projects, current operational expenditures would be freed up to serve as an additional funding source toward capital renewal and proactive maintenance. We would no longer need to spend on the upkeep of obsolete systems and equipment, but instead would be able to effectively budget and maintain building systems

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and infrastructure as intended.

PREVENTATIVE MAINTENANCE PLAN

Once these major systems are replaced, budgeted funds currently used in a reactive manner will be reallocated into a meticulous Preventative Maintenance Plan (attached as a supplemental document) specific to Pleasant View Middle School. The proactive upkeep of these major systems will include regular seasonal servicing and inspections, filter replacement, and cleaning, and will build additional cash reserves for unexpected repair such as parts replacement after warranties expire.

Additional annual net operational savings are expected as a result of our current and future O&M costs, and these funds will remain in the district's operations and maintenance budget to be allocated to proactive measures, addressing deferred maintenance, and increased support for Pueblo D70 Maintenance Staff.

SYSTEMS COMMISSIONING

New HVAC and control systems installed will also undergo a rigorous commissioning process, which ensures that common operational issues are identified and remedied before installing contractors leave the site. The process certifies the adherence of the work to the design intent and acts as a method of quality control. In general, projects which are commissioned use 16% less energy, result in a more comfortable building, and pass far fewer issues on to the customer post-construction.

OWNER TRAINING OF NEW SYSTEMS

District staff will receive dedicated training, support and on-boarding of the new HVAC and Building Management Systems during and after the project. Periodic onsite training and education will be provided by the design professionals throughout the project to help our staff gain familiarity with the operations and maintenance responsibilities. Formal training sessions will be provided by design engineers and installing trade contractors when systems are fully operational. On-going training and support may be required to ensure that our staff receives the proper knowledge of the system's operations, maintenance, repairs and replacement responsibilities.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The original construction of Pleasant View Middle School, which was approximately 50,655 sf., was built new in 1965 to serve grades 6-8 within Pueblo County School District 70. In 1976, an addition was constructed on the east side of the building to add new classroom spaces as a result of increased student population, which maintains to this day.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In recent years, there have not been a significant number of capital improvements made to Pleasant View Middle School, primarily due to the comprehensive nature of the facility needs. In 2012, the installation of a 100 kW solar photovoltaic array was added to the roof in an attempt to offset a portion of electricity usage.

More recently, in 2018, as part of a \$14.5M district wide self-funding Energy Performance Contract, the middle school lighting was upgraded to LED flat panel lighting fixtures.

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

In 2018, Pueblo D70 successfully completed the first phase of a long-term strategic facility improvement plan, a \$14.5 million Energy Performance Contract which touched all 25 district facilities. With the goal of leveraging project savings to offset the lease-purchase, we were able to replace complete HVAC systems in our schools, replace major pieces of equipment and roofing systems, update automation systems and upgrade to LED lighting in all facilities. The project savings as a result exceed \$700,000 a year, which use to offset the 15 year lease-purchased agreement used to fund the project.

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In 2020, we seek to continue this effort, and will ask our community to approve a \$60 million general bond obligation to fund the district infrastructure projects identified in our multi-year master plan. We hope to include a successfully awarded BEST Grant in our message to the Pueblo County Community, so we can continue to demonstrate our continued commitment to doing everything we can before prior to requesting any additions funds.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

During 2017-2018 Fiscal Year, approximately \$312/FTE (districtwide figure) was budgeted towards capital outlay projects, and spent approximately \$225/FTE towards the upkeep of current systems.

To best prepare for the upcoming year's capital projects and facility needs, the district collaborates with our Head of Facilities and maintenance personnel, administrators, principles, and school board members on how to best prioritize and commit towards anticipated capital outlay projects.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Baseline Utility Costs for Pleasant View Middle School are as follows:

Electric: \$63,558

Gas: \$12,099

Current Grant Request:	\$3,762,541.64	CDE Minimum Match %:	56
Current Applicant Match:	\$4,788,689.36	Actual Match % Provided:	56
Current Project Request:	\$8,551,231.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Nov. 2020 Bond Election
Total of All Phases:	\$8,551,231.00	Escalation %:	6
Affected Sq Ft:	68,168	Construction Contingency %:	12
Affected Pupils:	448	Owner Contingency %:	6
Cost Per Sq Ft:	\$125.44	Historical Register?	No
Soft Costs Per Sq Ft:	\$19.14	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$106.30	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$19,088	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	152	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

Financial Data (School District Applicants)

District FTE Count:	10,008	Bonded Debt Approved:	\$59,900,000
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BEST FY2020-21 GRANT APPLICATION SUMMARIES

Assessed Valuation:	\$729,931,076	Year(s) Bond Approved:	12
PPAV:	\$72,935	Bonded Debt Failed:	\$95,000,000
Unreserved Gen Fund 18-19:	\$7,012,268	Year(s) Bond Failed:	11,19
Median Household Income:	\$65,222	Outstanding Bonded Debt:	\$75,690,000
Free Reduced Lunch %:	39.1	Total Bond Capacity:	\$145,986,215
Existing Bond Mill Levy:	12.963	Bond Capacity Remaining:	\$70,296,215
3yr Avg OMFAC/Pupil:	\$1,882.88		

● **Facilities Impacted by this Grant Application** ●

STEAMBOAT SPRINGS RE-2 - HS Abatement & Security Improvements - Steamboat Springs Human Services Center - 1920

District:	Auditor - Steamboat Springs RE-2
School Name:	Steamboat Springs Human Service Center
Address:	325 7th St
City:	Steamboat Springs
Gross Area (SF):	46,900
Number of Buildings:	1
Replacement Value:	\$12,541,573
Condition Budget:	\$7,603,760
Total FCI:	0.61
Adequacy Index:	0.39



Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,593,186	\$1,688,930	1.06
Equipment and Furnishings	\$90,352	\$32,268	0.36
Exterior Enclosure	\$2,692,680	\$754,148	0.28
Fire Protection	\$12,665	\$355,249	28.05
Furnishings	\$323,185	\$403,981	1.25
HVAC System	\$2,870,358	\$2,666,329	0.93
Interior Construction and Conveyance	\$1,913,091	\$1,380,694	0.72
Plumbing System	\$636,495	\$320,193	0.50
Site	\$417,052	\$235,048	0.56
Structure	\$1,992,508	\$109,232	0.05
Overall - Total	\$12,541,573	\$7,946,072	0.63

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Applicant Name: STEAMBOAT SPRINGS RE-2

County: Routt

Project Title: HS Abatement & Security Improvements

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why:

Project Type:

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

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

Steamboat Springs School District (SSSD) is located in Routt County and includes the community of Steamboat Springs and the surrounding rural area. The District encompasses 972 square miles in the County including the communities of Steamboat Springs and Clark, as well as certain unincorporated areas within the County. The District employs 325 full-time employees and 20 part-time employees and has 2,653 preschool through 12th-grade students, which is a 5% increase from 2015.

SSSD operates two elementary schools, one middle school, two high schools, one preschool, and one K-8 charter school. Steamboat Springs' economy is driven by tourism and related industries. There is a growing location-neutral workforce. The community has strong ties to Routt County's agricultural heritage and economy. The high cost of living in Steamboat Springs leads to economic challenges for some of the workforce.

SSSD has been Accredited with Distinction since 2010 for performance in academic achievement, academic growth, and post-secondary and workforce readiness. The district has comprehensive programs for English Language Learner, Gifted and Talented, and special education programs. Enrichment opportunities include robotics, science olympiad, theater, speech/debate, many other clubs, and an athletic program with 30 sports offerings.

Yampa Valley High School (YVHS) is an Alternative Education Center (AEC) serving students 9-12 in SSSD. The school is in its 14th year of serving at-risk students and is the only AEC in Routt county. YVHS provides a healthy, respectful and supportive learning environment that promotes cooperation and personal interaction among students and teachers in order to facilitate individual growth and academic achievement. YVHS students have opportunities for concurrent enrollment with Colorado Mountain College.

Many YVHS students enroll as "under credit and over age" students, meaning that they are significantly behind in credits and are on track to be over the traditional age of 18 for graduation. The students enrolled in YVHS are at-risk of dropping out of high school, although that risk decreases dramatically once they begin attending YVHS. In 2019, the graduation rate for YVHS students was 66.7%, while Steamboat Springs High School had a graduation rate of 96.3%.

YVHS currently has students enrolled who are or were suicidal, abusing drugs and alcohol, suffering from post-traumatic stress disorder, dealing with social anxiety, clinically depressed, dealing with physical or emotional abuse, and estranged from parents. Approximately 60% of YVHS students have a diagnosed mental health condition and about a quarter of students are on diversion, probation, or otherwise involved in the judicial system. 30% of students qualify for free and reduced lunch (compared to 11% at Steamboat Springs High School).

YVHS became identified for Targeted Support and Improvement through ESSA in 2019. The designation was received due to YVHS's declining graduation rates for students who qualify for free and reduced lunch. CDE designates the school as

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Performance: Year 1 Exemption for Academic Data. YVHS is receiving support from EASI for a diagnostic review in March 2020 to inform a turnaround plan.

YVHS is housed in a large multi-purpose building which also includes: district-wide administrative offices, NW Colorado BOCES, Preschool, Boys and Girls Club after school program, classroom space for career technical education, and a health clinic for school district staff (operated by UCHealth).

In November 2019, SSSD voters approved Measure 4C, a \$79.5 million, 20-year bond measure to fund investments in all existing SSSD schools in addition to building a new PK-8 school. The bond included \$52.5 million for construction of the new school and a remaining \$27 million for priority projects at six existing school facilities, including YVHS.

Deficiencies Associated with this Project:

CDE completed the facility assessment for YVHS in December of 2017. Per this report, the Facility Condition Index (FCI) of the building was rated at 0.61 and the site was rated at 0.56. SSSD finished a comprehensive district-wide facilities master plan in the summer of 2019 that was the culmination of over two years worth of master planning efforts (the master plan was submitted with this proposal). Our master plan team was assembled through a competitive process including architects, engineers and a K-12 general contractor for cost estimating. The district added a transportation engineer, an owner's representative, wetlands consultant and an environmental consultant to round out the master plan team. The master plan team undertook a thorough facilities assessment and planning process to provide more detail to the work done by CDE staff.

Through the CDE assessments and our master planning process it was clear that the students attending YVHS learn in a facility that is not equitable to our traditional high school in the district. Deficiencies at YVHS are critical and need to be addressed. These items can all be categorized as Priority One items: Safety, security, health & technology. More specifically, these deficiencies include: security, hazardous materials, indoor air quality and accessibility. Each of these will be noted with the Priority One category(ies) in which they fall.

Security (Security, Safety, Health, Technology): Our school was originally constructed in 1918, with additions in 1938, 1948 and 1972, therefore it does not have security features designed into the facility as we would see in a modern school design. YVHS is lacking a safe and secure entry vestibule, access control system, integrated panic button, visibility to see who is approaching the building. There is no physical barrier to prevent a vehicle forced entry. The school does not have a PA system. The school's fire alarm has old horn strobes, but no communication functionality with speakers for voice evacuation, something that is standard in modern school facilities. The district does the best they can with the facility, but the existing front entry is consistently propped open with no access control to have staff notified of the open door. There is no way for visitors to check in with the staff without being allowed full entry access into the school. We have 6 security cameras that were installed in 2019 and we plan to re-use these cameras for our project. YVHS does not have door positioning sensors at the four exterior doors. There are no identifiable markings on the exterior doors to communicate with emergency responders. We do not have a security card reader system at any entries. YVHS classrooms have blinds on the windows which have missing and malfunctional panels. This condition allows sight lines into classrooms vulnerable during an emergency. School District facility personnel met with the local law enforcement and the Steamboat Springs Fire Department to review security and safety standards through the master plan process. Through this collaboration, recommendations to create secure access to YVHS were identified.

Hazardous Materials (Safety, Health): SSSD worked with an environmental consultant to assess all suspected areas of hazardous materials in the building. Over 200 samples were taken for the analysis of hazardous materials. Over the years, SSSD has abated portions of the building for various renovations outside of the YVHS program. Because of the various ages of the building additions, many areas of the YVHS program tested came back with asbestos containing materials (ACM). ACM at YVHS was found throughout in classroom drywall, ceiling texture and wallpaper. The ACM abatement has been budgeted through an abatement contractor familiar with working in schools in Northwest Colorado.

Indoor Air Quality (Health): Because of the age of our restroom facilities at YVHS, the smell of sewage permeates into the YVHS administrator's office creating an undesirable work environment.

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Accessibility Deficiencies (Safety): The YVHS facility was built long before ADA was standard within the architectural code. Our school restrooms have major accessibility deficiencies. The girls restroom consists of two separate toilet rooms that have a 24" wide door. A wheelchair could not fit through the restroom doors, nor have room to maneuver inside. We currently do not have a female student or staff member who utilizes a wheelchair, but we would have difficulty accommodating someone who was wheelchair bound. Most likely that person would have to travel some distance to the health clinic operated by UHealth to find a restroom. Our boys restroom is a gang restroom, but does not have appropriate door widths, sink heights or area to maneuver a wheelchair. In addition, the school does not meet the current code for the number of plumbing fixtures.

Proposed Solution to Address the Deficiencies Stated Above:

In the fall of 2019, SSSD was successful in passing a district-wide bond measure for school facility improvements. Immediately after election day, SSSD hired design teams and construction manager/general contractors (CM/GC) teams for the various projects. TAB Associates is providing design services for the YVHS building and Haselden Construction is providing CM/GC services for the project. Weecycle Environmental provided environmental consulting through the master plan and all of the test samples were completed as part of the master plan efforts.

Between November 2019 and January 2020, the design team further developed the master plan concept with TAB Associates into schematic design for the building and this level of design and pricing is included in our application.

SSSD has prioritized the security and safety of all students and staff. Our solution addresses the four deficiencies outlined above: Security, Hazardous Materials, Indoor Air Quality and Accessibility.

Security: The school will turn the two main entries to the school into secure vestibules. Students will access using a video doorbell to the administrative offices. As a component of the restroom renovation, the administration/principal office will be much closer to the main point of entry for better visibility. The administration will have the functionality of a panic function to directly dial out in an emergency situation. The other exterior doors will allow egress, but will remain locked from the outside. The alarm will be upgraded to voice evacuation commands and a PA system will be integrated through a phone system.

Hazardous Materials: The solution proposed is to abate the ACM within the YVHS classroom spaces so that students and staff will no longer be in the vicinity of ACM. After abatement of hazardous materials, the areas will be finished with new drywall, paint, ceiling grid, lighting and flooring. Limited casework and furnishings will be included in the project.

Indoor Air Quality: The indoor air quality issue with the smell of sewage from the restroom will be mitigated by a restroom renovation outlined below.

Accessibility: To address the accessibility deficiencies of the boys and girls restrooms, the boys restroom will be abated and renovated to meet current codes. The girls restroom will be relocated to mirror the boys restroom to provide appropriate fixture counts per code. As noted above, the existing small girls toilet rooms will be abated and renovated into the principal's office. This will relocate the principal closer to the main security vestibule for improved visibility of people entering the building.

These solutions to the deficiencies will bring YVHS up to level safety, security, health and technology standards of our traditional high school facility (Steamboat Springs High School). SSSD is committed to improving the YVHS building. With the proposed improvements to the program space, we anticipate our FCI for the facility to be reduced.

How Urgent is this Project?

A successful bond measure in November 2019 is providing matching funds for this BEST request. A component of our bond campaign was a promise to the community we would pursue grant opportunities to stretch our grant dollars further. Our school district has not passed a significant bond in over two decades, and we feel that we will not be able to ask our voters again for a significant bond for several decades into the future. It is urgent to leverage these matching funds at this time. These safety and abatement projects are scheduled to be completed during 2020-2022. With rising construction escalation costs on the Western Slope being higher than anticipated and due to Steamboat Springs' remote location, pricing for bond

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projects are coming in higher than expected.

In 2018, SSSD submitted and received the School Security Disbursement Grant through the Colorado Department of Homeland Security for security upgrades including new transition windows/vestibule, security cameras, and window coating. The application addressed a comprehensive plan for student and staff safety at 5 of the SSSD buildings (not including YVHS). Both the City of Steamboat Springs Police Chief and the Routt County Sheriff and the County Emergency Manager collaborated on the application in order to identify the prioritized security improvements. Funds were awarded to support safety and security upgrades at the five other district buildings. Yampa Valley High School was not included in the grant because the District was optimistic that the 2019 passage of a bond would provide funding to pursue safety improvements to Yampa Valley High School at the time of major renovations to address asbestos in the building. Yampa Valley High School is the only building in the district that does not have secured entrances and is currently without the security and safety attributes outlined in the deficiency section.

SSSD fully recognizes research on the need for preventative measures focused on school climate and student wellbeing as a primary school safety initiative. The district already has these measures in place including a threat assessment protocol, suicide risk assessment and intervention programs, avenues for students to report concerning student behaviors. YVHS has a full-time School Counselor that works with YVHS students and their families. YVHS offers intensive social/emotional programming along with a school-based therapist and effective partnership with community resources for mental health. YVHS staff have been trained in Restorative Justice as a means to repair harm done among staff and students when there is conflict. Restorative Justice supports a focus on relationships in the school community as a complement to or sometimes an alternative to disciplinary action. In addition, YVHS will be participating in a diagnostic review of the school through CDE EASI funding this spring to identify other areas where the school may improve school culture.

Despite these preventative efforts, during the fall semester of the current school year, the following safety incidents occurred at YVHS:

=A YVHS student threatened to kill a YVHS teacher. A threat screening was performed and the student was suspended as a result;

=A YVHS student threatened to kill a fellow YVHS student. A threat screening and comprehensive threat assessment were performed and the student was suspended as a result;

=Two separate student fights (involving four separate YVHS students) have occurred on school grounds involving physical altercation.

The former YVHS Dean notes that he considers himself lucky there were not more frequent incidents given the high concentration of students with high-risk factors. In addition, access to the facility by non-school related patrons is a daily occurrence. YVHS is located downtown in a high-density neighborhood with lots of foot traffic, including access to the other tenants in the building (a preschool, an after school program, Northwest Colorado BOCES, a health clinic and the SSSD administrative offices).

Despite preventative efforts, the school buildings must be fortified to prevent entry and monitor suspicious activities for complete school safety and security activities. Given our climate of national school violence, a single event could cause injury to our students, staff and community members utilizing these facilities. Preventing just one event that could cause harm is well worth the investment in these improvements.

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

If not, provide an explanation for the use of any standard not consistent with the guidelines:

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

SSSD prioritizes and commits to regular maintenance of our facilities to extend their value to our students, staff and community for as long as possible. The District commits to following all contractor and manufacturer recommended

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maintenance to ensure the warranties stay intact through the course of the warranty period.

The Director of Facilities maintains a comprehensive maintenance plan for all of our buildings. This plan includes short, medium and long term maintenance items, approximate budgets and categorization of emergency, routine, preventative and predictive. This plan is updated annually and reviewed with stakeholders at each building for feedback and buy-in. At the completion of this project, we will continue with a strategic maintenance plan to keep the facility clean, orderly and in good condition through the anticipated life cycle of the systems. We utilize a work order software system that our staff is trained to use and respond promptly to each work order. We review in detail the comprehensive plan a minimum of every three years to ensure we are continually improving our maintenance processes.

District maintenance staff consists of 4 full-time employees and a Director. SSSD maintenance staff has the appropriate skills to perform maintenance for this project into the future. Maintenance of these improvements will be budgeted appropriately with the facility's larger maintenance funding as part of the District's annual operating budget.

A capital renewal budget will be used for future replacement. In November 2017, SSSD passed a capital projects mill levy that is expected to generate a million dollars per year. A fixed mill was passed, so as Net Assessed Value grows so will the dollar amount. Conversely, if Net Assessed Value declines the dollar amount will decline. This unique source of revenue will enable our district to complete projects of its current deferred maintenance plan and save up for projects in the future.

Describe the condition of the public school facility at the time it was purchased or constructed and, if the facility was not new or was not adequate as a public school facility at that time, provide the rationale for purchasing the facility or constructing it in the manner in which you did:

The building was originally built by SSSD in 1918 for the purpose of the Steamboat Springs High School.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The building has received several additions and renovations over the past 100 years to meet the evolving and expanding needs of the students in the district. The building (which encompasses many other spaces and purposes beyond YVHS) was built in phases with new construction and renovations happening for the following purposes:

1938- expansion for the purposes of the Steamboat Springs High School gymnasium

1948- expansion for the purposes of Steamboat Springs High School

1972- expansion for the purposes of Steamboat Springs Junior High

2006- remodel to create dedicated space for YVHS

2018- roof renovation to address leaks

2012- remodel to include UCHHealth clinic for SSSD staff members to access healthcare

2012- remodel to create space for technology equipment (including servers)

2012- remodel to Boys and Girls Club after school program for improved use of space

2019- addition of safety cameras to YVHS

What options outside of the BEST grant has the applicant investigated or leveraged to address the school's facility needs?

As part of a successful 2019 bond campaign, SSSD committed to the taxpayers they would use the bond proceeds as match dollars for any grant awarded by the state under the Building Excellent Schools Grant Program. The matching funds maximize the value of the bond to increase the value of the facilities functionality for students, staff and community members.

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SSSD voters approved Measure 4C, a \$79.5 million, 20-year bond measure to fund investments in all existing SSSD schools and a new PK-8 school. The bond included \$52.5 million for construction of the new school and a remaining \$27 million for priority projects for all six existing school facilities.

SSSD benefits from a half-cent City sales tax that supports approximately \$3 Million in programming needs annually. The Steamboat Springs Education Fund administers the proceeds to enhance academic accomplishment through student-facing investments in staff, facilities, infrastructure, technology and curriculum. The tax was originally approved by Steamboat voters in 1993 and was extended by voter approval in four subsequent elections.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

For FY2020, the district transferred \$500,000 from the General Fund to the Capital Reserve Fund. FY2020 SSSD had 2,613 membership on 10/1/19, so \$191 per student. Annually what is spent with the \$500,000 varies. In FY2020, \$150,000 was spent on a vehicle to shore up our fleet. In FY2020, an additional \$500,000 was spent on district-wide capital outlay. Also, the district spent \$300,000 on building-specific maintenance and repairs on a wide range of projects. The District successfully passed an ongoing mill levy in November 2017, which is expected to generate roughly \$1,000,000 annually to address technology upgrades and large equipment replacements. This new source of revenue will enable the District to fund larger projects, while also saving money to fund future out-of-life cycle projects.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$275,241.20	CDE Minimum Match %:	74
Current Applicant Match:	\$1,100,964.80	Actual Match % Provided:	80
Current Project Request:	\$1,376,206.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2020 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Portion of 2019 Bond
Future Grant Requests:	\$0.00		
Total of All Phases:	\$1,376,206.00	Escalation %:	4
Affected Sq Ft:	3,817	Construction Contingency %:	5
Affected Pupils:	27	Owner Contingency %:	6
Cost Per Sq Ft:	\$360.55	Historical Register?	No
Soft Costs Per Sq Ft:	\$78.32	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$282.23	Does this Qualify for HPCP?	No
Cost Per Pupil:	\$50,971	Is a Master Plan Complete?	Yes
Gross Sq Ft Per Pupil:	141	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

N/A

If match is financed, explanation of financing terms:

N/A

BEST FY2020-21 GRANT APPLICATION SUMMARIES

Financial Data (School District Applicants)

District FTE Count:	2,613	Bonded Debt Approved:	\$92,400,000
Assessed Valuation:	\$933,526,457	Year(s) Bond Approved:	17,19
PPAV:	\$357,262	Bonded Debt Failed:	\$92,000,000
Unreserved Gen Fund 18-19:	\$6,934,919	Year(s) Bond Failed:	15
Median Household Income:	\$79,431	Outstanding Bonded Debt:	\$117,365,000
Free Reduced Lunch %:	15.4	Total Bond Capacity:	\$186,705,291
Existing Bond Mill Levy:	6.258	Bond Capacity Remaining:	\$69,340,291
3yr Avg OMFAC/Pupil:	\$3,832.22		



DIVISION OF CAPITAL CONSTRUCTION

MAY 2020